

EDMONTON PUBLIC SCHOOLS

November 24, 2009

TO: Board of Trustees
FROM: E. Schmidt, Superintendent of Schools
SUBJECT: Edmonton Public Schools' Annual Education Results Report 2008-2009
ORIGINATOR: D. Barrett, Assistant Superintendent

RESOURCE

STAFF: Deborah Brandell, Karen Bardy, Gloria Chalmers, Margaretha Ebbers, Mike Falk, Sandy Forster, Roland Labbe, Kathy McCabe, Lorne Parker, Elisa Rawe, Heather Raymond, Cory Sinclair, Stephen Wright, Corrie Ziegler

RECOMMENDATION

That the Edmonton Public Schools' Annual Education Results Report 2008-2009 (Appendix I) be approved for forwarding to Alberta Education.

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Edmonton Public Schools' Annual Education Results Report 2008-2009 (Appendix I) highlights results achieved and progress made by the District relative to the 2008-2009 District plan. The District made significant progress and no longer has an "Issue" with percentage of students in Grades 3, 6, and 9 who achieved the acceptable standard on Provincial Achievement Tests (PATs) cohort results.

The report, based on the Board approved plan, Trustee direction and input, was prepared by a team of staff. It aggregates results presented to Trustees through the District's annual results review process in a format that meets Alberta Education requirements for district annual education results reports.

The report will be sent to school council chairs to share with parents and to principals to share with staff. It will be sent to all capital region school jurisdictions, major community partners and the public library. As well, a *Report to the Community*, based on the Annual Education Results Review document, is in development and will inform the community about the work of the District. Finally, as required, the Board approved document will be posted on the jurisdiction's website at <http://www.epsb.ca/datafiles/AnnualEducationResultsReport.pdf>.

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APPENDIX I – Edmonton Public Schools' Annual Education Results Report 2008-2009

EDMONTON PUBLIC SCHOOLS'
ANNUAL EDUCATION RESULTS REPORT
2008-2009

Edmonton Public Schools' Annual Education Results Report 2008-2009

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Message from the Board Chair

The Board of Trustees believes it is possible to create bright futures for each and every one of our students. We have an expectation that our staff will do their very best to ensure continual improvement in student achievement across the District. By working together, we can ensure all of our students have the most successful educational journey possible.

An indication of how our school district is doing on this journey is shown by the provincial Accountability Pillar. Our Board is pleased with the gains Edmonton Public Schools has made in its Accountability Pillar outcomes. For the 2008-2009 school year our District is rated as good or excellent for 12 of the 16 measures.

One measure we're particularly proud of is the provincial achievement tests at the acceptable standard, where our District went from concern to good in a single year. This is a remarkable achievement and speaks to the hard work and ongoing dedication of our staff and students.

Trustees are looking forward to building on these successes and we have developed a strategic plan to guide the Board's activities over the coming year and beyond. The plan focuses on a number of key areas, including advocacy for early learning that prepares students for school, increasing the number of students completing high school, providing students with a responsive learning environment, ensuring we remain an employer of choice and maintaining our commitment to fiscal accountability.

The District's Three-Year Education Plan outlines the programs and initiatives we are undertaking to support and enhance student learning. We continue to work with parents and partners to develop and refine a range of outstanding educational choices to meet the current and future needs of the increasingly diverse students we serve.

Don Fleming
Board Chair

Accountability Statement

The annual education results report for Edmonton Public Schools for the 2008-2009 school year was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Don Fleming
Board Chair

Foundational Statements

Mission

The mission of Edmonton Public Schools, as an advocate of choice, is to ensure that all students achieve success in their individual programs of study.

It is the belief of Edmonton Public Schools that parents, students and community members are committed as partners and accept their respective responsibilities in education.

The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and decentralized decision making.

District Priorities 2009-2012

Edmonton Public Schools' Board of Trustees is committed to excellence and to providing students with outstanding educational experiences that prepare them to be leaders in an evolving global society. We respect and embrace the diversity of our students' unique needs, interests and strengths. We believe education is a shared responsibility that requires the active engagement of students, staff, parents and the community.

Through an extensive consultation process with stakeholders, the Board has adopted the following priorities:

- **To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.**
- **To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.**
- **To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.**

Our success is measured in many ways:

- student achievement, personal growth, responsibility and satisfaction;
- staff effectiveness and satisfaction;
- exemplary leadership and service of all staff and the Board of Trustees;
- parent satisfaction, involvement and partnerships;

- community support, engagement and partnerships;
- provision and maintenance of functional, safe and well-kept facilities; and
- Alberta Education’s mandated Accountability Pillar.

Board of Trustees’ Strategic Plan

The Board of Trustees’ strategic plan is a key document that assists Trustees in providing local governance of public education in the most effective and efficient manner possible.

The areas of focus for actions identified in the Board Strategic Plan are:

- *Every student is successful.*
 - Helping students in the early years creates a solid foundation for future success.
 - Supporting and advocating for early childhood education programs to provide students with the best start in school and in life.
 - Focusing on successful high school completion beginning the moment a student enters the school district and continuing throughout public schooling.
 - Enabling students to make a smooth transition into a variety of post-secondary institutions or the workforce.
- *Respectful, responsive and inclusive learning culture*
 - Implementing strategies that increase understanding and valuing of the needs of the District’s diverse student population.
 - Creating a multicultural education policy and supporting transition programming for refugee students to support them in real and meaningful ways.
 - Monitoring and reporting on the Aboriginal Education plan based on the Aboriginal Education Policy and Regulation.
- *Employer of Choice*
 - Providing a collaborative, healthy and innovative workplace.
 - Supporting opportunities for growth and professional development.
 - Supporting the principles and objectives of the District’s strategic workforce plan.
 - Involving all staff and recognizing staff for their contributions.
- *Stewards of public education*
 - Increasing opportunities for public engagement.
 - Advocating on behalf of the children, youth and families served.
 - Partnering with others to respond to a broad range of needs.
 - Exercising fiscal responsibility.

The plan guides the Board’s approach to enabling all students to demonstrate outcomes of the provincial curriculum and preparing the leaders of tomorrow. It involves, but is not limited to, assisting students to develop a deep respect for cultural differences, to become global citizens, to tap into their own potential and to create their own pathway to a bright future.

ACCOUNTABILITY PILLAR OVERALL SUMMARY

October 2009 Accountability Pillar Overall Summary

| Goal | Measure Category | Measure Category Evaluation | Measure | Edmonton School District No. 7 | | | Alberta | | | Measure Evaluation | | |
|-------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------|---------------------------------------------------|--------------------------------|------------------|-------------------|----------------|------------------|-------------------|--------------------|------------------------|------------|
| | | | | Current Result | Prev Year Result | Prev 3 yr Average | Current Result | Prev Year Result | Prev 3 Yr Average | Achievement | Improvement | Overall |
| Goal 1: High Quality Learning Opportunities for All | Safe and Caring Schools | Good | Safe and Caring | 87.5 | 85.9 | 85.3 | 86.9 | 85.1 | 84.6 | High | Improved Significantly | Good |
| | Student Learning Opportunities | Excellent | Program of Studies | 81.9 | 81.7 | 80.7 | 80.3 | 79.4 | 78.7 | Very High | Improved Significantly | Excellent |
| | | | Education Quality | 91.2 | 90.1 | 89.7 | 89.3 | 88.2 | 87.8 | Very High | Improved Significantly | Excellent |
| | | | Drop Out Rate | 5.7 | 6.3 | 6.3 | 4.8 | 5.0 | 4.9 | Intermediate | Improved Significantly | Good |
| | | | High School Completion Rate (3 yr) | 65.4 | 64.6 | 63.9 | 70.7 | 71.0 | 70.6 | Intermediate | Improved | Good |
| Goal 2: Excellence in Learner Outcomes | Student Learning Achievement (Grades K-9) | Good | PAT: Acceptable | 77.7 | 75.0 | 75.5 | 76.8 | 75.3 | 75.6 | Intermediate | Improved Significantly | Good |
| | | | PAT: Excellence | 22.2 | 21.2 | 20.9 | 19.2 | 18.3 | 18.3 | High | Improved Significantly | Good |
| | Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | 83.3 | 83.1 | 83.9 | 84.4 | 84.4 | 84.5 | Intermediate | Declined | Issue |
| | | | Diploma: Excellence | 19.7 | 20.5 | 21.9 | 19.1 | 19.4 | 20.3 | Intermediate | Declined Significantly | Issue |
| | | | Diploma Exam Participation Rate (4+ Exams) | 54.9 | 55.4 | 55.1 | 53.3 | 53.6 | 53.6 | Intermediate | Maintained | Acceptable |
| | | | Rutherford Scholarship Eligibility Rate (Revised) | 56.2 | 55.1 | 53.4 | 57.3 | 56.8 | 55.8 | Intermediate | n/a | n/a |
| | Preparation for Lifelong Learning, World of Work, Citizenship | Good | Transition Rate (6 yr) | 62.3 | 61.3 | 60.1 | 60.7 | 60.3 | 59.1 | High | Improved Significantly | Good |
| | | | Work Preparation | 80.9 | 81.8 | 80.4 | 79.6 | 80.1 | 78.1 | High | Maintained | Good |
| | | | Citizenship | 81.5 | 80.2 | 79.3 | 80.3 | 77.9 | 77.1 | Very High | Improved Significantly | Excellent |
| Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry) | Parental Involvement | Good | Parental Involvement | 79.5 | 78.3 | 77.7 | 80.1 | 78.2 | 77.9 | High | Improved Significantly | Good |
| | Continuous Improvement | Excellent | School Improvement | 81.2 | 78.8 | 79.0 | 79.4 | 77.0 | 76.7 | Very High | Improved Significantly | Excellent |

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Highlights of 2008-2009

Required Measures

The District is pleased report that it no longer has an “Issue” with percentage of students in Grades 3, 6, and 9 who achieved the acceptable standard on Provincial Achievement Tests (PATs) cohort results. This and other highlights follow.

Goal 2 – Excellence in Learner Outcomes: Student Learning Achievement Outcomes

The percentage of students achieving the acceptable standard and the standard of excellence on the PATs improved significantly. The overall rating for this indicator is now ‘Good’ and the District surpassed the targets set for the acceptable standard. Many initiatives and strategies contributed to the substantial improvement in the PAT indicator. Some key contributors to the improved achievement (Grades K-9) are:

- Increase participation in PATs, particularly for students with a special needs designation (see Special Needs Programming p.10 for more details.).
- Early Literacy programs initiated over the past three (e.g. Reading Recovery, Full-day Kindergarten, Early Learning Programs) which positively impacted Grade 3 Language Arts achievement and will continue to support positive student achievement outcomes in the future.
- *Math for All* a teacher leader model initiated for all elementary and junior high schools that focused on improving mathematics teaching pedagogy in conjunction with the revised mathematics curriculum.
- Increased collaboration between schools, community, non-profit organizations and government agencies to support students, particularly those living in poverty.

The percentage of students achieving the acceptable standard on the Diploma examinations declined and the percentage achieving the standard of excellence declined significantly. Both of these indicators remain an “Issue”. The District response to the ongoing challenges in student achievement on the Diploma examinations is addressed starting on p. 41 in the Future Challenges section.

Goal 1 – High Quality Learning Opportunities for All: Student Learning Opportunities

The District is rated “Excellent” in this category overall and there was a significant increase or an increase in every indicator within the category. Two important focus areas for action in the Board’s strategic plan are highlighted within this category:

- All respondents, but students in particular were more satisfied that with the overall quality of basic education, a key indicator that the District is creating a more responsive learning culture.
- Drop out rates declined and high school completion rates after three, four and five years improved, key indicators that District strategies to support the Board focus on high school completion are having a positive impact

Goal 2 – Excellence in Learner Outcomes: Preparation for Lifelong Learning, World of Work, Citizenship

Instilling the attribute of citizenship in all students is a Board priority and enabling students to make a smooth transition to post-secondary and the world of work is another important focus of the Board’s strategic plan. This category provides evidence that strategies are supporting positive gains for the District in these two areas.

- The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship improved significantly and is very high overall. Students were substantially more positive in their responses to this survey question.
- The six year transition to post secondary rate improved significantly and the four year rate remains much higher than for the province as a whole.

Goal 4 –Highly Responsive and Responsible Jurisdiction

This category relates to two important areas of the Board strategic plan; creating a responsive learning culture and becoming an employer of choice. The District improved significantly in both indicators within this category. Some highlights are that:

- Parents were substantially more satisfied with their involvement in their child’s education. The Board has consistently advocated for parents voice in their children’s education, particularly working to hear the voice of parents representing the increasing diversity of Edmonton.
- There was a substantial increase in the percentage of students who were proud of their schools and would recommend their schools to their friends.
- Teachers were also much more positive about their professional development opportunities.

Action Plan Progress

To address the needs of students who were not meeting the acceptable standard on PATs, the District refined its comprehensive plan covering essential areas such as early intervention and prevention, literacy and numeracy, targeted and enhanced resources, family involvement, staff development, alternate modes of delivery, assessment and monitoring and research. Initiatives in each area were reviewed, modified, discontinued or continued as appropriate. As well, additional initiatives such as early learning opportunity classes to enable English language learning and support of the children’s mother tongue, increased number of schools trained for *Reading Recovery*, the “Safe Place Classroom” within ”The Way In” project and new Aboriginal strategies, including a Cree language program and cultural awareness training. Other aspects of the plan are described throughout this section of the report.

As noted previously the District no longer has an “Issue” with percentage of students in Grades 3, 6, and 9 who achieved the acceptable standard on PATs cohort results. In preparing this results report, the District reviewed the District’s Three Year Education Plan 2009-2012 submitted to the province in June 2009. The plan, which was developed to address PATs as well as Diploma acceptable and excellence, remains appropriate as no new areas of “issue” or “concern” have arisen.

Alberta Initiative for School Improvement (AISI)

The 2008-2009 school year was the final year of a three year AISI cycle. All district schools were involved in one of four AISI projects: Deepening Literacy Instruction, Engaging all Learners Through Differentiated Instruction, Using Assessment to Enhance Student Learning and Learning with Technologies. In addition, 28 schools were also part of a second AISI project: Community Collaboration.

The District has identified several processes, strategies and best practices that have become an integral part of the culture of teaching and learning. These include:

- Continuation of Project Leadership Teams to provide leadership, support cycle four project implementation and act as a liaison among schools, between schools and central, across districts and with Alberta Education.
- Continuation of facilitated professional conversations amongst principals as one way to deepen their instructional leadership skills.
- A shift from professional development to ongoing professional learning. Staff learning has gradually evolved from attending inservices to an increasing involvement of staff in job embedded, ongoing learning opportunities, such as: classroom walk-throughs, lesson design, teacher coaching and modeling, looking at student work. Cycle four will see all teachers and principals deepen their involvement in similar job embedded learning opportunities through clearly defined learning networks. Networks will create plans that include: articulated purpose, goals, targets, professional learning plans and coaching support.
- The District has revised the “Framework for Teaching and Learning”. This document was first developed to guide and support teaching and learning in AISI cycles two and three. The revisions to this Framework reflect what has been learned throughout AISI cycle three, and will continue to provide a vision, and guiding principles for district staff into cycle four.

Best practices were identified from each of the five AISI projects. These cannot be implemented in isolation. Effective assessment practices inform decisions related to differentiation of instruction. Technologies are one way to differentiate instruction, when integrated in meaningful ways. Effective literacy instruction is based on sound assessment practices, appropriate differentiation, which may include the integration of appropriate technologies. Community collaboration, especially in our high needs schools, is critical to student learning and success. As the District moves into cycle four AISI, there will be a focus on integrating the best practices identified in cycle three into the teaching and learning process.

Although difficult to make a direct correlation between the work of AISI and increased student achievement results (as noted in the District’s accountability pillar), measures used in the Assessment, Differentiation and Technologies projects indicate increases from the baseline data. Achievement results in the Literacy and Community Collaboration projects are inconsistent across the schools involved. However, the community collaboration project began late in this AISI cycle. Qualitative data paints a picture of growth and success, but achievement data has remained flat or in some cases has declined. The District continued to examine data to discover what factors are impacting success. Questions will need to be asked, which may include the following: What is working in some schools and why? What is not working and why? Are we using the right measures? What other measures could be used to gauge the success of specific strategies implemented? How do we triangulate the qualitative data – stories, observations, anecdotal evidence – with the quantitative data? How does one inform the other?

Additional details are available in the AISI Project Final Reports submitted to Alberta Education. These reports can be reviewed at: <http://education.alberta.ca/apps/aisi/cycle3/>

Class Size Requirement

Edmonton Public Schools is committed to lowering average class sizes as quickly as possible to reach the district-wide targets recommended by the Learning Commission. As shown in the table below, average class sizes in each of the grade groupings have fallen dramatically from the averages reported in the 2003-2004 school year. In fact the Alberta Commission on Learning (ACOL) targets were met for the 4-6, 7-9 and 10-12 grade divisions as of September, 2004. The K-3 average class sizes as defined by Alberta Education continue to be approximately two students per class above target, mainly due to pressures due to lack of classroom space in high population growth areas.

Edmonton Public Schools monitors class size closely and recognizes that an average class size is generated from class sizes above and below the average. The highest class sizes are identified by mid-September. Within the limits of the class size funding, this identification may lead to an increase in school allocation to allow for additional teaching staff. School principals are also asked to reorganize timetables where possible and to deploy educational assistants to the classes with the largest numbers of students.

| | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | ACOL |
|-------|---------|---------|---------|---------|---------|---------|---------|
| | Average |
| | Size | Size | Size | Size | Size | Size | Targets |
| K-3 | 22.0 | 19.2 | 18.9 | 19.1 | 19.1 | 19.3 | 17 |
| 4-6 | 22.9 | 21.5 | 21.3 | 21.0 | 20.8 | 20.8 | 23 |
| 7-9 | 27.2 | 23.3 | 23.7 | 24.2 | 24.0 | 23.9 | 25 |
| 10-12 | 28.5 | 25.0 | 25.4 | 26.1 | 25.8 | 26.3 | 27 |

The school-by-school average class sizes by division for all subjects and for core subjects for the 2006-2007, 2007-2008 and 2008-2009 school years can be found at <http://www.epsb.ca/about/ClassSizeAverage.shtml>

Information for Specific Populations of Students

Students Enrolled in International Baccalaureate (IB) and Advance Placement (AP)

The District has a history of providing excellent programs for students at the most challenging academic level. This includes several specialized programs at the elementary, junior high and senior high level including:

- primary, middle years and senior high IB
- pre AP in junior high and AP in senior high
- an academic alternative in junior high
- academic challenge in elementary and junior high
- extensions in elementary and junior high

The IB and AP programs are programs of choice in district schools. Most district high schools offer either AP or IB to students. Students participate in full programs or take a variety of courses based on their interest in the subject area and wish to challenge themselves. In both programs student achievement has consistently achieved at a high level compared to results for those programs worldwide. The following highlights for students enrolled in the high school IB and AP programs have been identified for 2009:

- district averages were higher than the world averages for all but one IB examination written (History)
- the average mark for students in the District was higher than the world average for five of seven AP courses for which there is sufficient data to report on results

These programs are highly valued by parents and students in the District. Some evidence of the value placed on alternative programs in general, is found in the District local measures for Outcome 1.2 that indicate a high level of satisfaction with the programs and courses available in their child's school and in Edmonton Public Schools overall.

Students With a Special Needs Eligibility

The District carefully analyzes provincial and local achievement measures to inform and enhance the programming provided to students with special needs designations. Based on reviews of this data, district processes for superintendent approval of exemptions from the PATs were revised for 2009. Schools were required to provide information on each student's achievement based on Highest Level of Achievement Testing (HLAT) and Grade Level of Achievement (GLA) indicators. This documentation was reviewed as part of the approval for exemption. The impact of this change was to substantially increase the percentage of students who wrote the Grade 3 and Grade 6 PATs in all subjects and in Grade 9 science and social studies in 2009 as compared to 2008. There was also an increased effort to ensure that all students who were absent on the date of writing PATs had the opportunity to participate when they returned.

In 2009, a substantially larger percentage of students with a special needs eligibility (other than Gifted and Talented) achieved the acceptable standard on the PATs in all subjects and at all grade levels (ranging from an increase of 3.5 per cent in Grade 9 mathematics to 13.4 per cent in Grade 6 English language arts). Improvements in achievement can be attributed to increased participation rates as well as supportive work in several key areas in 2008-2009:

- Partnerships with the University of Alberta (U of A) exploring professional development and collaborative opportunities. Supported specific research and development within our district with a focus on "practice based research" for Fetal Alcohol Syndrome and Learning Disabilities.
- Special Education plan based on the District's response to Phase 1 and Phase 2 of the province's *Setting the Direction* initiative.
- Revised Individualized Program Plan (IPP) Guide to support staff in creating IPPs for students identified with special needs coding.
- Innovative practices to support inclusion in six pilot and updated *Inclusion Document for Administrators* to support programming for students in inclusive classrooms.

First Nations Métis Inuit (FNMI) Students

Although currently we do not publically release achievement data for FNMI students, it is carefully examined and used in planning. Positive trends include:

- A 30 per cent increase in the three-year high school completion rate from 2004 to 2008; local measures for high school completion indicate a substantial increase for 2009.
- Improvements in percentages of students meeting standards in Grades 3, 6 and 9 on PATs.

The second year of the implementation plan for the Aboriginal Education policy and regulation saw the growth of many school based initiatives as well as community networking.

The newly approved Cree extended alternative program had its first year of operation at Abbott Elementary site, as did the early learning program for FNMI children at Youngstown School. Schools across the District are requesting assistance from Aboriginal Education consultants and liaisons to help them develop positive relationships between schools and Aboriginal families. All new district staff are now engaged in learning about the FNMI community as part of their orientation to the District. It is expected that those initiatives will strengthen Kindergarten to Grade 9 student achievement results.

This year student gatherings to inform Aboriginal students of supports available and to link them with other students, were expanded. High schools across the District held welcoming circles at the start of each semester for FNMI students who elected to attend. An Aboriginal centre (Oskipism) was launched at Eastglen High School and student groups were introduced at several junior highs. The junior high art project was fully subscribed and a mentor project with Grant MacEwan was expanded to meet demand. These initiatives have contributed to high school completion this year and will continue to do so in the future.

The concept of gatherings also was extended to FNMI staff in an effort develop support networks and retain staff. Cree language teachers met regularly to share teaching and learning suggestions, as well as to practice Cree speaking. Staff of FNMI ancestry met on several occasions in a social context, or went together to professional learning sessions in different parts of the province. The first culture camp for staff and families was planned and offered this fall. The camp included teaching of traditional ways and an opportunity to sleep in a tipi on the grounds of a school.

Community partners continued to work with the District on established initiatives, several new initiatives and on expanding pilot programs. Aboriginal Education, together with Jasper Place High School, Bent Arrow Traditional Healing Society, the Family Centre, and Métis Child and Family Services, held a three week summer learning camp for students in the west end of the city. Thirty five students, ages 10 to 16 were provided with the opportunity to retain numeracy and literacy skills, as well as increase their appetite for healthy eating and physical activity. In the east end, Ben Calf Robe Society implemented a youth intervention program. Five nights a week, students from several schools in the northeast were welcomed into an after school cultural program that provided a safe place for children and youth to do their homework and engage in recreational as well as cultural activities.

There is some preliminary evidence that a focus on upper elementary, junior high and senior high transitions has had a positive impact on student retention and achievement.

Students from Diverse Backgrounds

There was a substantial increase in the percentage of English Language Learners (ELL) students reading and writing at or above grade level based on the District's HLATs. However, a greater percentage of the students' writing at grade level are writing at the limited or adequate performance level as compared to all District students. In addition, we have evidence based on detailed assessments of individual students that a small group of ELL students have significant gaps in their learning.

Responsiveness to cultural diversity is a strategic priority for the Board. To provide education policy leadership and advocacy in support of improved achievement of immigrant and refugee youth, the Board of Trustees created a Multicultural Education Task Force. Its

purpose was to support the Board's strategic plan regarding diversity which included English language learning, transition programming, and supports for refugee students; to identify ways to strengthen and encourage positive relationships between the Board of Trustees and the multi-cultural community; and to increase Board awareness and understanding of multicultural needs and priorities. The Task Force consulted with students, parents, staff, and community, in regard to the needs of immigrant and refugee students and families. As a result of the work of the Task Force, the following were approved by the Board of Trustees: a new multicultural policy; the development of a transition centre for immigrant and refugee students with limited English, significant gaps in learning, and minimal experience with schooling; and an annual report at a public board meeting on progress related to the strategic directions identified in the multicultural policy. The District has also partnered with several organizations to obtain funding for the following new initiatives. The District is participating in a two-year pilot project with Citizenship and Immigration Canada regarding the provision of in-school settlement practitioners in schools with high numbers of immigrant and refugee families. These in-school settlement practitioners are located in several schools and provide easy access to information and support to newcomer students and families on settlement needs such as housing, social support resources, and health care. The District obtained funding from the Public Health Agency of Canada to create a health literacy program for immigrant and refugee students. This program focuses on healthy nutrition and active living for students at the high school level. The District began a partnership with the Somali Canadian Cultural Society and Alberta Human Rights, Citizenship, and Multiculturalism Education Fund which has resulted in the creation of a Somali cultural resource liaison position within the District. This position is in place for three years and will focus on assisting Somali parents and families in increasing their understanding of the school system and in assisting schools in understanding the needs of Somali students and families.

Students Enrolled in Alternative Academic Course Streams

The successful course completion rates for district students enrolled in alternative academic course streams such as English 10-2 and 10-4; Applied Mathematics 10 and Mathematics 10-4, Science 14 and Science 10-4 at the Grade 10 level improved compared to 2007-2008. Compared to five years ago (2004-2005) there has been an improvement in successful completion for most of these courses with the exception of Social Studies 10-4 and Science 10-4. The successful course completion rates for district students enrolled in these alternative academic course streams is still between 10 and 30 per cent lower than the successful completion rates in the more academic course streams at the Grade 10 level. Although these are improved successful course completion rates for these students this is still an area of challenge for the District.

Successful completion of courses is necessary for high school completion. High school completion for some students does not follow a traditional pathway. The detailed five year completion rate indicates that 247 students in 2008 attended a post-secondary institution without a high school diploma. This is a 19 per cent increase over the previous year. In addition there were 60 students who entered apprenticeship programs who did not receive a high school diploma. Parents also indicate a decline in satisfaction related to Outcomes 2.3 *Students are well prepared for employment*. Students who are not completing their high school diploma before entering the world of work, post-secondary and/or apprenticeship programs are a specific group whose needs can be addressed through enriched programming. Many district initiatives are designed to improve the success of students like these by enhancing opportunities to develop specific workplace skills in conjunction with student's

regular high school programming. These initiatives will help to improve high school completion outcomes for more students, as students become more engaged through high school learning opportunities that support their long-term working goals. These initiatives are described in more detail in the Future Challenges section of the report.

Other Areas of Board Priorities and Strategic Directions

The Early Years

Based on research that emphasizes the importance of the early years in establishing a strong foundation for later school and life success, the Board of Trustees included a focus on the early years in their strategic plan. To provide direction and coordination for the various District offerings and actions, the Board worked on the development of an early years' policy. The work involved a review of policies in selected jurisdictions in Alberta and nationally. It also included input from knowledgeable stakeholders, including organizations such as the Capital Region Services to Children Linkages Committee and Success By 6. It sought individual parent and community input through the District website.

This past year the District was an early adopter in the provincial Early Child Development Mapping Project. Kindergarten teachers in all District schools participated by completing the Early Development Instrument (EDI) for all students for which they had parental consent. This information, combined with EDI information from other jurisdictions, and used in conjunction with Community Mapping, will provide a comprehensive picture of the kindergarten-aged population in our city. The intent is to provide this information to communities to enable them to continue to support or strengthen support for families.

As well, the District was an active participant in an early identification project led by Alberta Health Services. Staff from the District assisted in the screening of 36 month old children using the Ages and Stages Questionnaire (ASQ). Following the screening families were provided population-based information, education or intervention that build on existing community resources.

The District maintained its early education, early learning classrooms and full-day kindergarten offerings in various sites throughout the District. It continued to provide subsidized space for early learning programs and child cares in 83 District schools.

Human Resource Strategy

Edmonton Public Schools is developing a long-range human resources strategy, which is aligned with District priorities and needs, and Alberta Education's Workforce Planning Framework. In 2008-2009, work commenced on development of a District Principal Quality Practice Standard with an associated administrative regulation on growth, supervision and evaluation, as well as a professional learning framework for school leadership staff. Other initiatives included development and/or implementation of: competency frameworks for support and custodial staff; a revised job evaluation system for support staff; a District staff code of conduct; and, a comprehensive pandemic flu preparedness plan. In 2009-2010, the District will conduct an inaugural employee engagement survey. The results of this survey will inform current and future initiatives to ensure Edmonton Public Schools continues to be an employer of choice.

Second Language

To support strengthened literacy achievements, the development of global citizenship and the development of plurilingual students, the District continues to implement a second language requirement for all students in Grades 4 through 9, starting at Grade 4 in 2006-2007. In 2008-2009, all students in Grades 4 to 6 studied a second language and this requirement will be extended into all Grade 7 classrooms in the upcoming school year. Over the past year there has been significant growth in language enrollments particularly in French immersion and Spanish. Major initiatives that supported this growth included:

- Research projects to provide information on the impact of second language instruction in schools, especially in the area of impact on English language literacy development and achievement results.
- The establishment of the Institute for Innovation in Second Language Education which contains a core of second language consultants, resource centres and links to post-secondary and international supports for second language instruction.
- The establishment of International Credentials for Languages Services, partnering with international governments, ministries of education and their agencies, to enable all students and teachers of second languages to earn international credentials for their language proficiency in French, Spanish, German, Chinese and Japanese. This certification is recognized nationally and internationally by schools, post-secondary institutions, industry and other agencies worldwide, and will assist student transitions to post-secondary and the workforce.
- School-based pilots of Canada's first language passport and language portfolio.
- Partnership agreements and activities to facilitate school twinnings, exchanges, cultural experiences, international study opportunities, resource acquisition, and the establishment of resource centres.
- Opening the Confucius Institute at Edmonton Public Schools, which provides direct support for Chinese language and culture education and links with related language agencies worldwide.
- Establishing the first Spanish Resource Centre in western Canada, in partnership with the University of Alberta and the Ministry of Education of Spain.
- Establishing the Associated Centre of the Instituto Cervantes, the only institute in a school district in north America, to support and promote the teaching and learning of Spanish.
- Co-hosting a national conference for second language educators, *Languages Without Borders 2009*.

Stakeholder Engagement

Edmonton Public Schools sees education as a partnership and values the input and contributions of parents, community members and district partners. This co-operative approach is vital in helping the District to make the best possible decisions, enhance teaching and learning and provide more supports to students and their families. The District is committed to stakeholder engagement and regularly invites parents and community members to attend meetings and share their views on educational topics. It also engages in collaborative projects with a wide-range of stakeholders.

The Board of Trustees invites parents and members of the community to be involved in a number of activities, such as: attending ad-hoc, budget and public board meetings; engaging in the Board's policy review process; supporting and volunteering in schools; and

participating in district-wide events, such as READ IN and the United Way's *Tools for School* campaign.

The Board of Trustees regularly invites business, community and post-secondary representatives to activities in order to garner their feedback on district initiatives and educational issues, discuss trends and the role of public education, and identify opportunities to work more collaboratively.

School Councils play an important role by providing advice and assistance to school principals and the Board of Trustees regarding educational issues. Involvement on these councils includes: supporting the goals and objectives of the District and school; serving as a liaison between parents, the Board, the school and community groups; and providing input on various matters such as program planning, school budgets and school operations.

All parents are invited to participate in the District's *Parents as Partners* program. The program provides parents with a venue to interact with each other and the Board at about five face-to-face events scheduled throughout the school year. In addition, the events are focused on topics that can help families support the learning that occurs in school and at home. On the provincial measure, parental satisfaction with their involvement in decisions about their child's education has increased compared to the previous year. As well, the local measure of parent satisfaction regarding involvement in decision making indicates a higher level of satisfaction than the provincial survey measure.

To keep the community up to date on board initiatives, the Board of Trustees prepares an annual Report to the Community. The report is based on the Annual Education Results Review document and offers a snapshot of some of the great work taking place across the District.

Edmonton Public Schools continuously explores opportunities to develop mutually beneficial partnerships with businesses, community organizations and post-secondary institutions. Some partnerships are district level while others are specific to schools. Currently, the District has over 125 educational partnerships with businesses, community organizations and post-secondary institutions that complement the curriculum, improve student achievement and strengthen the learning environment.

The District values its alliances with the Edmonton Public Library, the Centre for Family Literacy and Big Brothers, Big Sisters (BBBS) literacy mentoring initiative in support of literacy for children, youth and families. BBBS, The Edmonton YMCA and the Boys and Girls Clubs, and others, enable the provision of out-of-school mentoring, after school programming during the critical hours, and summer programming. Partnerships with Medic Alert and the optometrists association's Eye See...Eye Learn initiatives assist families directly. Partners for Kids, supported by the United Way and in collaboration with BBBS and the Family Centre supports a holistic support network in the City Centre Education Partnership that is now expanding to other District schools. Partnerships that serve the early years and Aboriginal, immigrant, refugee and special needs families are discussed in other sections.

In 2008-2009 several new partnerships were developed. The Board fostered a partnership with the Edmonton Airports Authority involving an innovative art project. District students

from all grade levels created artwork and complementary written pieces that profiled students' artistic skills, creativity and love of learning. Another was with KidSports. This enabled the District to run four-one week summer camps and has further resulted in the addition of two new afterschool programs in this academic year.

Several international partnerships were formalized in 2008-2009 to enhance the educational opportunities for students and staff. These include partnerships with: the China National Office for the Teaching of Chinese/HANBAN, Goethe Institut and the Central Agency for German Schools Abroad/ZFA, the Canadian Association of Second Language Teachers (CASLT), the Ministry of Education of Spain, Alliance Française (Government of France); L'Académie de Rouen (France).

The District's local measure indicates that there is an increased satisfaction in the community that the District is working with other agencies to help students.

Healthy Eating Active Living

The District made significant progress on its plan to promote healthy food and beverage choices. The finalized *Alberta Nutrition Guidelines for Children and Youth* were provided to schools, along with *Steps to a Healthy School Environment: School Nutrition Handbook* developed by registered dietitians with Alberta Health Services. The Purchasing department has worked with vendors and suppliers with respect to healthy product availability. Vendors and suppliers are now required to complete a "Nutrition Template" developed by Alberta Health Services intended to provide a full nutritional profile of each of their products sold in vending machines. Ten schools, including two high schools, committed to pilot the Joint Consortium on School Health (JCSH) assessment tool provided by Alberta Health Services. More schools are identifying "health champions" and forming school wellness committees. The District offered two comprehensive school health symposiums and provided information sessions to school staff on interpreting the Alberta nutrition guidelines and the plan to promote healthy food and beverage choices. The District is a participant in the APPLE Alberta Project Promoting active Living & healthy Eating (APPLE) and Raising Healthy Eating Active Living Kids Alberta (REAL Kids) initiatives. They provide the District with an exceptional opportunity to identify effective strategies and potential measures and indicators to measure improvement in nutrition and fitness areas. The District has developed a strong relationship with the Alberta Health Food Inspection Branch that has assisted in acquiring support for home economic teachers to prepare and sell healthy products at their school, in compliance with safety food guidelines. The District is committed to continuing to monitor progress with the plan and support schools in their quest to encourage students to routinely make healthy choices.

Reporting and Analysis of Performance Measure Results

Goal One: High Quality Learning Opportunities for All

Outcome 1.1: Schools provide a safe and caring environment.

| Performance Measure 1.1.1 | | | Results (in percentages) | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | Overall (required) | Authority | 84.5 | 85.4 | 84.8 | 85.9 | 87.5 |
| | | Province | 83.1 | 84.4 | 84.2 | 85.1 | 86.9 |
| | Teacher (optional) | Authority | 92.8 | 92.8 | 92.7 | 93.1 | 93.5 |
| | | Province | 92.3 | 92.8 | 92.6 | 93.1 | 93.8 |
| | Parent (optional) | Authority | 81.9 | 83.2 | 81.7 | 84.3 | 85.8 |
| | | Province | 79.9 | 82.1 | 81.7 | 83.2 | 85.3 |
| | Student (optional) | Authority | 78.7 | 80.1 | 79.8 | 80.2 | 83.0 |
| | | Province | 77.2 | 78.4 | 78.5 | 79.1 | 81.7 |

| Comment on Results | Edmonton School District No. 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|-------------|-------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <ul style="list-style-type: none"> The percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school, has improved significantly compared to the previous three-year average. There was an increase, particularly for the student respondents, for this measure compared to last year. This is aligned with the District Priority: <i>To achieve high standards of citizenship, conduct, safety and well-being of students and staff.</i> Local measures confirm that parents, students, community and staff continue to be highly satisfied with safety in District schools. | <table border="1"> <caption>Edmonton School District No. 7 Performance Data (Estimated from Graph)</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Student (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>84.5</td> <td>83.1</td> <td>78.7</td> <td>92.8</td> </tr> <tr> <td>2006</td> <td>85.4</td> <td>84.4</td> <td>80.1</td> <td>92.8</td> </tr> <tr> <td>2007</td> <td>84.8</td> <td>84.2</td> <td>79.8</td> <td>92.7</td> </tr> <tr> <td>2008</td> <td>85.9</td> <td>85.1</td> <td>80.2</td> <td>93.1</td> </tr> <tr> <td>2009</td> <td>87.5</td> <td>86.9</td> <td>83.0</td> <td>93.5</td> </tr> </tbody> </table> | Year | Overall (%) | Parent (%) | Student (%) | Teacher (%) | 2005 | 84.5 | 83.1 | 78.7 | 92.8 | 2006 | 85.4 | 84.4 | 80.1 | 92.8 | 2007 | 84.8 | 84.2 | 79.8 | 92.7 | 2008 | 85.9 | 85.1 | 80.2 | 93.1 | 2009 | 87.5 | 86.9 | 83.0 | 93.5 |
| Year | Overall (%) | Parent (%) | Student (%) | Teacher (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 84.5 | 83.1 | 78.7 | 92.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 85.4 | 84.4 | 80.1 | 92.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 84.8 | 84.2 | 79.8 | 92.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 85.9 | 85.1 | 80.2 | 93.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 87.5 | 86.9 | 83.0 | 93.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Local Measures for outcome 1.1

| | Percentage (%) | | | | |
|------------------------------------------------------------------------------------------|----------------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 |
| Parent satisfaction with the safety of their child in school. | 92 | 93 | 94 | 92 | 95 |
| Students who feel safe in school. | 93 | 92 | 92 | 92 | 92 |
| Community who believe EPS is effective in providing for the safety of students at school | 84 | 83 | 82 | 81 | 90 |
| School Staff (principals, staff who feel their school is a safe environment | 93 | 94 | 93 | 91 | 92 |

Outcome 1.2: The education system meets the needs of all K – 12 students, society and the economy.

| Performance Measure 1.2.1 | | | Results (in percentages) | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | Overall (required) | Authority | 78.2 | 79.7 | 80.6 | 81.7 | 81.9 |
| | | Province | 76.7 | 78.1 | 78.5 | 79.4 | 80.3 |
| | Teacher (optional) | Authority | 84.8 | 85.8 | 87.9 | 88.4 | 88.6 |
| | | Province | 83.6 | 85.2 | 85.7 | 86.4 | 86.8 |
| | Parent (optional) | Authority | 77.3 | 78.4 | 79.3 | 80.4 | 80.1 |
| | | Province | 75.0 | 76.6 | 76.9 | 77.6 | 78.7 |
| | Student (optional) | Authority | 72.6 | 74.9 | 74.7 | 76.2 | 77.0 |
| | | Province | 71.5 | 72.6 | 72.9 | 74.1 | 75.3 |

| <p>Comment on Results</p> <ul style="list-style-type: none"> • Overall satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education, has improved compared to the previous year. • The largest increase in satisfaction was expressed by District students. • Overall the percentage of respondents from Edmonton Public satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education was greater than the province. • The Cambridge Survey report completed for the District during the 2008-2009 school year, suggests that for many District parent and community members that schools should focus on creativity, thinking and adaptability; contribute to meeting social needs and provide opportunities for school sites to be used to serve broader community needs. | <p>Edmonton School District No. 7</p> <table border="1"> <caption>Edmonton School District No. 7 - Satisfaction Data (2005-2009)</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Student (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>78.2</td> <td>77.3</td> <td>72.6</td> <td>84.8</td> </tr> <tr> <td>2006</td> <td>79.7</td> <td>78.4</td> <td>74.9</td> <td>85.8</td> </tr> <tr> <td>2007</td> <td>80.6</td> <td>79.3</td> <td>74.7</td> <td>87.9</td> </tr> <tr> <td>2008</td> <td>81.7</td> <td>80.4</td> <td>76.2</td> <td>88.4</td> </tr> <tr> <td>2009</td> <td>81.9</td> <td>80.1</td> <td>77.0</td> <td>88.6</td> </tr> </tbody> </table> | Year | Overall (%) | Parent (%) | Student (%) | Teacher (%) | 2005 | 78.2 | 77.3 | 72.6 | 84.8 | 2006 | 79.7 | 78.4 | 74.9 | 85.8 | 2007 | 80.6 | 79.3 | 74.7 | 87.9 | 2008 | 81.7 | 80.4 | 76.2 | 88.4 | 2009 | 81.9 | 80.1 | 77.0 | 88.6 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|-------------|-------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Year | Overall (%) | Parent (%) | Student (%) | Teacher (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 78.2 | 77.3 | 72.6 | 84.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 79.7 | 78.4 | 74.9 | 85.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 80.6 | 79.3 | 74.7 | 87.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 81.7 | 80.4 | 76.2 | 88.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 81.9 | 80.1 | 77.0 | 88.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

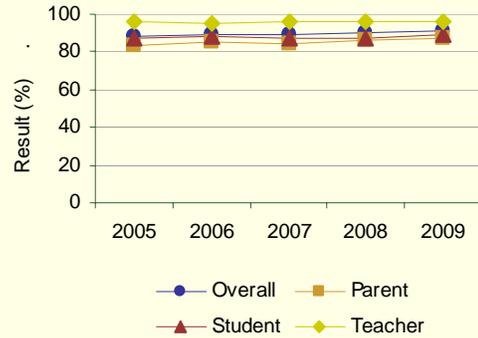
Outcome 1.2: The education system meets the needs of all K – 12 students, society and the economy. (continued)

| Performance Measure 1.2.2 | | | Results (in percentages) | | | | |
|-----------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | Overall (required) | Authority | 88.4 | 89.5 | 89.5 | 90.1 | 91.2 |
| | | Province | 86.1 | 87.7 | 87.6 | 88.2 | 89.3 |
| | Teacher (optional) | Authority | 95.6 | 95.4 | 96.1 | 96.1 | 96.2 |
| | | Province | 93.9 | 94.8 | 94.7 | 94.9 | 95.3 |
| | Parent (optional) | Authority | 82.9 | 84.9 | 84.7 | 86.4 | 87.7 |
| | | Province | 78.9 | 81.6 | 81.8 | 83.0 | 84.4 |
| | Student (optional) | Authority | 86.8 | 88.1 | 87.7 | 87.7 | 89.6 |
| | | Province | 85.6 | 86.6 | 86.4 | 86.6 | 88.3 |

Comment on Results

- The satisfaction with the overall quality of basic education has improved compared the previous year for Edmonton Public and has been improving continually over the last five years.
- The largest increase of satisfaction was expressed by parents in Edmonton Public compared to the previous year.
- Stakeholders continue to have a very high level of satisfaction with the overall quality of education in Edmonton Public.

Edmonton Public Schools No. 7



Outcome 1.2: The education system meets the needs of all K – 12 students, society and the economy. (continued)

| Performance Measure 1.2.3 | | | Results (in percentages) | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. | Overall (required) | Authority | 68.0 | 69.4 | 69.9 | 71.2 | 71.7 |
| | | Province | 67.2 | 68.5 | 68.2 | 69.2 | 70.3 |
| | Teacher (optional) | Authority | 69.5 | 70.3 | 73.0 | 74.9 | 75.7 |
| | | Province | 70.0 | 71.5 | 72.0 | 73.4 | 74.5 |
| | Parent (optional) | Authority | 56.6 | 58.7 | 57.9 | 58.9 | 58.6 |
| | | Province | 54.9 | 56.9 | 55.9 | 56.5 | 58.1 |
| | Student (optional) | Authority | 78.0 | 79.1 | 78.8 | 79.9 | 80.9 |
| | | Province | 76.7 | 77.1 | 76.8 | 77.7 | 78.4 |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p>Comment on Results</p> <ul style="list-style-type: none"> Satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in schools has increased for both teachers and students. Based on local district measures, parent satisfaction with the overall quality of education received by their child has declined slightly but remains very high. | <p>Edmonton Public Schools No. 7</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|

Local Measures for outcome 1.2

| | Percentage (%) | | | | |
|--------------------------------------------------------------------------------------------------|----------------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 |
| Parent satisfaction with overall quality of education received by their child | 94 | 96 | 96 | 96 | 94 |
| Community satisfaction with the overall quality of education received by students attending EPS. | 86 | 87 | 87 | 87 | 86 |
| Parent satisfaction with the programs and courses available in their child's school. | 86 | 91 | 92 | 92 | 92 |
| Parent satisfaction with the programs and courses available in EPS. | 88 | 93 | 94 | 93 | 92 |
| High school students satisfied with the variety of courses available | 88 | 88 | 88 | 86 | 88 |

Outcome 1.3: Children and youth at risk have their needs addressed through effective programs and supports.

| Performance Measure 1.3.1 | | Results (in percentages) | | | | |
|---------------------------------------------------------------|-----------|--------------------------|------|------|------|------|
| | | 2004 | 2005 | 2006 | 2007 | 2008 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | Authority | 6.8 | 6.1 | 6.3 | 6.3 | 5.7 |
| | Province | 5.3 | 5.0 | 4.7 | 5.0 | 4.8 |
| Returning Rate (optional)* | Authority | 25.2 | 23.4 | 21.7 | 22.6 | 22.1 |
| | Province | 23.0 | 21.3 | 21.2 | 21.3 | 19.8 |

| <p>Comment on results</p> <ul style="list-style-type: none"> • There was a significant decrease in the annual dropout rate of students aged 14 to 18 compared to the previous three year average. • The District continues to work towards ensuring that Grade 10 students experience a supportive, positive learning environment, which enables them to confidently approach challenges in later grades. This is reflected in the high percentage of students who felt they get the help they need from teachers (local measure). • This outcome aligns with a Board strategic outcome to <i>increase high school completion rates and provide all students with the skills and experience to smoothly transition to a variety of post-secondary institutions or meaningful work.</i> | <p>Edmonton School District No. 7</p> <table border="1"> <caption>Drop Out Rate Data</caption> <thead> <tr> <th>Year</th> <th>Drop Out Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>6.8</td> </tr> <tr> <td>2005</td> <td>6.1</td> </tr> <tr> <td>2006</td> <td>6.3</td> </tr> <tr> <td>2007</td> <td>6.3</td> </tr> <tr> <td>2008</td> <td>5.7</td> </tr> </tbody> </table> | Year | Drop Out Rate (%) | 2004 | 6.8 | 2005 | 6.1 | 2006 | 6.3 | 2007 | 6.3 | 2008 | 5.7 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------------|------|-----|------|-----|------|-----|------|-----|------|-----|
| Year | Drop Out Rate (%) | | | | | | | | | | | | |
| 2004 | 6.8 | | | | | | | | | | | | |
| 2005 | 6.1 | | | | | | | | | | | | |
| 2006 | 6.3 | | | | | | | | | | | | |
| 2007 | 6.3 | | | | | | | | | | | | |
| 2008 | 5.7 | | | | | | | | | | | | |

Local Measures for Outcome 1.3

| | Percentage (%) | | | | |
|--------------------------------------------------------------|----------------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 |
| Students who feel they get the help they need from teachers. | 92 | 91 | 92 | 91 | 92 |

*The annual returning rate is the percentage of students who returned to the education system (K-12 school, post-secondary institution or apprenticeship program in Alberta) a year after dropping out.

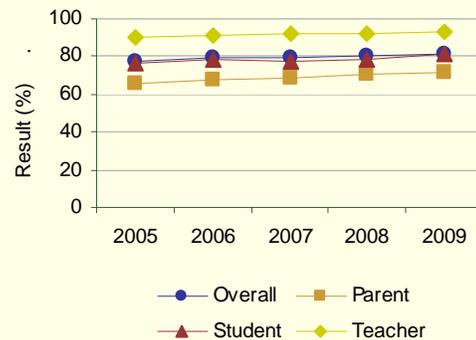
Outcome 1.3: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

| Performance Measure 1.3.2 | | | Results (in percentages) | | | | |
|-----------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. | Overall (required) | Authority | 77.6 | 79.2 | 79.3 | 80.5 | 81.8 |
| | | Province | 76.9 | 78.6 | 78.3 | 79.5 | 81.4 |
| | Teacher (optional) | Authority | 90.1 | 91.2 | 91.7 | 92.5 | 93.0 |
| | | Province | 90.6 | 91.6 | 91.2 | 91.9 | 92.5 |
| | Parent (optional) | Authority | 65.7 | 68.0 | 68.5 | 70.2 | 71.2 |
| | | Province | 63.8 | 67.0 | 66.8 | 68.5 | 71.3 |
| | Student (optional) | Authority | 76.9 | 78.6 | 77.7 | 78.9 | 81.3 |
| | | Province | 76.1 | 77.1 | 77.0 | 78.0 | 80.3 |

Comment on results

- The overall percentage of teachers, parents and students that agreed that programs for children at risk are easy to access and timely, has improved continuously for five years.
- The District continues to ensure the availability of a wide range of programs throughout the jurisdiction.
- Targeted strategies to support students who may be at risk are provided by district staff and through community partnerships.

Edmonton School District No. 7



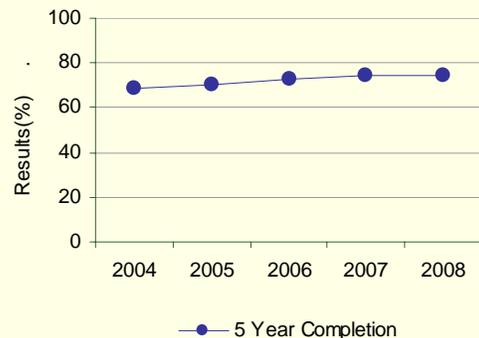
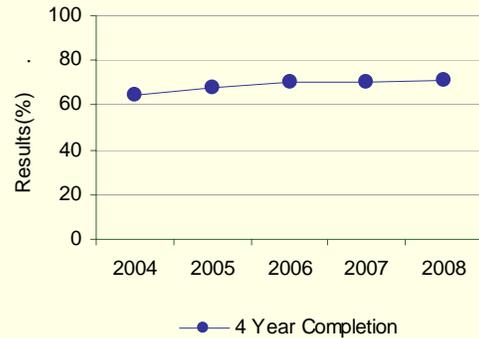
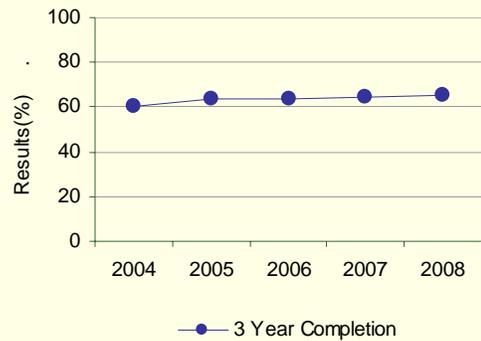
Outcome 1.4: Students complete programs.

| Performance Measure 1.4.1 | | | Results (in percentages) | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------|--------------------------|------|------|------|------|
| | | | 2004 | 2005 | 2006 | 2007 | 2008 |
| High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10. | Within 3 Years | Authority | 60.5 | 63.6 | 63.5 | 64.6 | 65.4 |
| | | Province | 69.3 | 70.4 | 70.4 | 71.0 | 70.7 |
| | Within 4 Years | Authority | 64.3 | 68.0 | 70.1 | 70.4 | 71.4 |
| | | Province | 73.4 | 75.1 | 76.2 | 76.3 | 76.5 |
| | Within 5 Years | Authority | 69.0 | 70.0 | 72.7 | 74.3 | 74.5 |
| | | Province | 75.5 | 77.4 | 78.6 | 79.5 | 79.2 |

Comment on Results

- The three year completion rate is the rate that is included in the accountability pillar. This rate improved significantly and the overall rating for this indicator is *good*.
- There is a steady increase for the three-year, four-year, and five-year completion rates over the five year period.
- The District believes that a supportive, positive learning experience in Grade 10, enables students to confidently approach challenges in later grades. The local measure *Grade 10 Course Completion* results illustrate a continuous five-year improvement in completion rates for all subject areas overall (see next table).
- Many high schools were part of the Differentiated Instruction AISI Cycle 3 project. Several District high schools collaborated around creating engaging units of study for the alternate academic streams during this project. There were particularly large increases in course completions in most of these courses at the Grade 10 level compared to the previous year.
- Edmonton Public School's completion rates remain below that of the Province. The District as part of its strategic plan objectives will work to *increase high school completion rates and provide all students with the skills and experience to smoothly transition to a variety of post-secondary institutions or meaningful work*. See the *Future Challenges* section of the report for a response to this challenge.

Graph of Overall Authority Results (optional)



Local Measure for Outcome 1.4 – Percentage of Students Successfully Completing Grade 10 Core Courses

Successful completion is defined as the percentage of students initially enrolled in a particular course who receive credits in that course. The table below provides information on successful completion rates of Grade 10 courses for the past five years.

| Courses | Percentage of Students Successfully Completing Grade 10 Core Courses | | | | | Change between 2004-05 and 2008-09 |
|------------------------------------------|-------------------------------------------------------------------------|-------------|-------------|-------------|-------------|---------------------------------------------|
| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | |
| English 10-1 | 91.1 | 89.0 | 88.5 | 89.4 | 92.1 | 1.0 |
| English 10-2 | 65.9 | 64.2 | 67.7 | 65.4 | 68.1 | 2.2 |
| English 16/10-4 | 60.9 | 62.1 | 60.2 | 67.0 | 67.5 | 6.6 |
| Grade 10 English Total | 81.6 | 80.5 | 81.1 | 81.2 | 84.0 | 2.4 |
| Applied Math 10 | 63.8 | 65.9 | 66.0 | 66.1 | 67.3 | 3.5 |
| Pure Math 10 | 85.4 | 84.3 | 82.7 | 85.7 | 84.8 | -0.6 |
| Math 10 Prep | 56.5 | 63.3 | 63.9 | 56.6 | 54.9 | -1.6 |
| Math 14 | 63.8 | 61.4 | 64.1 | 66.5 | 70.3 | 6.5 |
| Math 16/10-4 | 59.3 | 61.2 | 50.6 | 48.6 | 64.9 | 5.6 |
| Grade 10 Math Total | 74.9 | 75.0 | 74.4 | 76.6 | 77.9 | 3.0 |
| Science 10 | 80.9 | 83.6 | 81.9 | 84.4 | 86.4 | 5.5 |
| Science 14 | 69.5 | 67.6 | 70.0 | 73.1 | 76.7 | 7.2 |
| Science 16/10-4 | 65.0 | 61.4 | 47.1 | 56.5 | 59.0 | -6.0 |
| Grade 10 Science Total | 77.8 | 79.5 | 78.2 | 81.2 | 83.4 | 5.6 |
| Social Studies 10/10-1 | 91.3 | 90.3 | 91.1 | 92.0 | 93.4 | 2.1 |
| Social Studies 13/10-2 | 67.7 | 64.5 | 68.4 | 72.0 | 71.4 | 3.7 |
| Social Studies 16/10-4 | 63.2 | 62.5 | 58.4 | 62.3 | 62.0 | -1.2 |
| Grade 10 Social Studies Total | 83.1 | 82.1 | 83.7 | 85.4 | 86.1 | 3.0 |

Over the past five years, there has been an increase in the percentage of students successfully completing courses for 10 of the 14 Grade 10 courses being tracked. When looking at course clusters, the increases ranged from 2.4 per cent for Grade 10 English courses to 5.6 per cent for Grade 10 science courses. It is expected that these increases in successful course completion will translate into increased high school completion rates over the next several years.

Goal Two: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards in learner outcomes.

| Performance Measure 2.1.1 | | Results (in percentages)** | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------|------|------|------|------|------|------|------|------|------|------|--|
| PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results). | | | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | |
| | | A | E | A | E | A | E | A | E | A | E | | |
| Grade 3 | English Language Arts 3 | Authority | 79.5 | 16.2 | 80.0 | 13.9 | 78.4 | 16.2 | 77.1 | 15.7 | 79.9 | 17.6 | |
| | | Province | 82.2 | 16.2 | 81.3 | 14.1 | 80.3 | 17.7 | 80.1 | 16.1 | 81.3 | 18.2 | |
| | Mathematics 3 | Authority | 79.8 | 26.4 | 81.5 | 27.9 | 78.9 | 25.7 | 77.2 | 25.8 | 80.2 | 27.9 | |
| | | Province | 80.3 | 26.1 | 82.0 | 26.9 | 79.9 | 23.5 | 78.7 | 23.9 | 79.7 | 26.8 | |
| Grade 6 | English Language Arts 6 | Authority | 76.6 | 17.4 | 78.4 | 17.0 | 77.6 | 20.7 | 79.5 | 21.1 | 81.9 | 19.0 | |
| | | Province | 77.3 | 15.5 | 79.0 | 15.9 | 80.3 | 19.8 | 81.1 | 21.0 | 81.8 | 18.9 | |
| | French Language Arts 6 | Authority | 87.7 | 8.0 | 94.3 | 14.6 | 88.4 | 13.8 | 89.5 | 14.3 | 89.6 | 20.8 | |
| | | Province | 85.1 | 8.8 | 87.5 | 11.2 | 88.1 | 11.0 | 87.7 | 14.2 | 91.5 | 15.9 | |
| | Français 6 | Authority | n/a | |
| | | Province | 92.0 | 22.8 | 94.5 | 19.7 | 93.0 | 18.0 | 94.3 | 17.1 | 92.6 | 18.7 | |
| | Mathematics 6 | Authority | 79.5 | 21.5 | 77.0 | 18.1 | 73.1 | 16.4 | 75.2 | 18.1 | 78.0 | 19.9 | |
| | | Province | 78.2 | 18.1 | 75.2 | 15.6 | 74.0 | 14.5 | 74.6 | 15.9 | 76.6 | 16.8 | |
| | Science 6 | Authority | 81.3 | 31.8 | 79.7 | 32.0 | 75.3 | 29.9 | 76.2 | 27.8 | 78.5 | 29.1 | |
| | | Province | 79.8 | 26.0 | 78.1 | 27.7 | 75.2 | 26.6 | 74.8 | 24.1 | 76.5 | 24.8 | |
| | Social Studies 6 | Authority | 80.2 | 25.8 | 80.2 | 27.7 | 77.5 | 24.9 | 78.5 | 26.6 | 88.5 | 33.9 | |
| | | Province | 78.4 | 21.5 | 78.6 | 22.9 | 77.4 | 22.3 | 77.9 | 23.8 | 84.8 | 27.6 | |
| Grade 9 | English Language Arts 9 | Authority | 77.7 | 16.4 | 76.9 | 15.9 | 77.2 | 18.3 | 75.5 | 18.6 | 78.1 | 17.7 | |
| | | Province | 77.9 | 14.1 | 77.4 | 13.6 | 77.5 | 14.8 | 76.5 | 14.8 | 78.7 | 14.7 | |
| | French Language Arts 9 | Authority | 91.9 | 12.2 | 90.3 | 16.8 | 86.4 | 19.5 | 87.5 | 15.1 | 83.1 | 15.3 | |
| | | Province | 85.9 | 13.6 | 83.3 | 10.9 | 81.3 | 12.9 | 84.5 | 12.4 | 81.8 | 10.3 | |
| | Français 9 | Authority | n/a | |
| | | Province | 87.2 | 17.4 | 86.1 | 14.7 | 81.6 | 12.6 | 84.8 | 11.7 | 85.6 | 12.9 | |
| | Mathematics 9 | Authority | 72.4 | 26.2 | 68.8 | 21.1 | 68.5 | 22.7 | 68.1 | 24.3 | 70.5 | 24.4 | |
| | | Province | 68.0 | 19.7 | 67.4 | 17.4 | 66.3 | 18.3 | 65.7 | 18.5 | 67.0 | 18.6 | |
| | Science 9 | Authority | 71.8 | 19.2 | 68.9 | 17.9 | 71.9 | 20.7 | 71.3 | 18.4 | 74.7 | 22.2 | |
| | | Province | 67.5 | 12.8 | 67.4 | 13.3 | 69.6 | 14.7 | 69.3 | 13.0 | 72.2 | 15.8 | |
| | Social Studies 9 | Authority | 74.5 | 24.5 | 75.0 | 25.1 | 73.5 | 24.4 | 74.2 | 25.8 | 84.6 | 32.1 | |
| | | Province | 71.3 | 18.3 | 72.5 | 18.9 | 71.4 | 18.7 | 71.7 | 18.9 | 82.6 | 26.4 | |

| | | Results (in percentages) | | | | | | | | | | Target | |
|------------|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|--------|
| | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | | 2009 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| Overall*** | Authority | 77.3 | 21.8 | 76.2 | 20.3 | 75.1 | 21.3 | 75.0 | 21.2 | 77.7 | 22.2 | 76.5 | if set |
| | Province | 76.4 | 18.4 | 76.0 | 17.9 | 75.5 | 18.6 | 75.3 | 18.3 | 76.8 | 19.2 | | |

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Comment on Results

- The District improved significantly for PATs at the acceptable standard and the standard of excellence.
- The indicator for PAT acceptable changed from *issue* to *good* and surpassed the target set for this indicator in the *Three-Year Education Plan 2009-2012*.
- The District three-year average at the acceptable standard improved significantly or improved in Grade 3, 6 and 9 English Language Arts.
- The District three-year average at the acceptable standard and the standard of excellence has improved significantly or improved in Grade 3, 6 and 9 Mathematics.
- The District three-year average at the acceptable standard and the standard of excellence has improved significantly in Grade 9 Science.
- Results are not available for comparison in social studies because of the recent curriculum change.
- A greater percentage of students in the District achieved the acceptable standard the province on nine out of twelve provincial achievement tests.
- The District continues to do well at the standard of excellence, scoring higher at the standard of excellence than the province on all provincial achievement tests, with the exception of Grade 3 English Language Arts.
- The District made a considerable effort to ensure that as many students as possible had the opportunity to demonstrate standards.

Graph of Overall Authority Results (optional)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

| | | Edmonton School District No. 7 | | | | | | Alberta | | | | |
|-------------------------|------------------------|--------------------------------|------------------------|------------|-------|------|---------------|---------|--------|------|---------------|------|
| Course | Measure | Achievement | Improvement | Overall | 2009 | | Prev 3 Yr Avg | | 2009 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 3 | Acceptable Standard | Low | Improved | Acceptable | 5,308 | 79.9 | 5,379 | 78.5 | 41,722 | 81.3 | 42,041 | 80.6 |
| | Standard of Excellence | High | Improved Significantly | Good | 5,308 | 17.6 | 5,379 | 15.3 | 41,722 | 18.2 | 42,041 | 16.0 |
| Mathematics 3 | Acceptable Standard | Low | Improved | Acceptable | 5,308 | 80.2 | 5,378 | 79.2 | 41,720 | 79.7 | 42,053 | 80.2 |
| | Standard of Excellence | Intermediate | Improved | Good | 5,308 | 27.9 | 5,378 | 26.5 | 41,720 | 26.8 | 42,053 | 24.8 |
| English Language Arts 6 | Acceptable Standard | Intermediate | Improved Significantly | Good | 5,679 | 81.9 | 5,904 | 78.5 | 43,327 | 81.8 | 44,326 | 80.1 |
| | Standard of Excellence | High | Maintained | Good | 5,679 | 19.0 | 5,904 | 19.6 | 43,327 | 18.9 | 44,326 | 18.9 |
| French Language Arts 6 | Acceptable Standard | Intermediate | Maintained | Acceptable | 183 | 89.6 | 185 | 90.7 | 2,183 | 91.5 | 2,220 | 87.8 |
| | Standard of Excellence | High | Improved | Good | 183 | 20.8 | 185 | 14.2 | 2,183 | 15.9 | 2,220 | 12.1 |
| Français 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 434 | 92.6 | 406 | 93.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 434 | 18.7 | 406 | 18.2 |
| Mathematics 6 | Acceptable Standard | Intermediate | Improved Significantly | Good | 5,674 | 78.0 | 5,904 | 75.1 | 43,328 | 76.6 | 44,327 | 74.6 |
| | Standard of Excellence | High | Improved Significantly | Good | 5,674 | 19.9 | 5,904 | 17.5 | 43,328 | 16.8 | 44,327 | 15.3 |
| Science 6 | Acceptable Standard | Low | Improved | Acceptable | 5,658 | 78.5 | 5,888 | 77.1 | 43,216 | 76.5 | 44,209 | 76.0 |
| | Standard of Excellence | High | Maintained | Good | 5,658 | 29.1 | 5,888 | 29.9 | 43,216 | 24.8 | 44,209 | 26.1 |
| English Language Arts 9 | Acceptable Standard | Intermediate | Improved Significantly | Good | 6,024 | 78.1 | 6,292 | 76.5 | 43,675 | 78.7 | 44,685 | 77.1 |
| | Standard of Excellence | High | Maintained | Good | 6,024 | 17.7 | 6,292 | 17.6 | 43,675 | 14.7 | 44,685 | 14.4 |
| French Language Arts 9 | Acceptable Standard | Intermediate | Declined | Issue | 177 | 83.1 | 199 | 88.1 | 2,262 | 81.8 | 2,286 | 83.0 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 177 | 15.3 | 199 | 17.1 | 2,262 | 10.3 | 2,286 | 12.1 |
| Français 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 333 | 85.6 | 285 | 84.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 333 | 12.9 | 285 | 13.0 |
| Mathematics 9 | Acceptable Standard | High | Improved Significantly | Good | 5,992 | 70.5 | 6,252 | 68.5 | 43,118 | 67.0 | 44,317 | 66.5 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 5,992 | 24.4 | 6,252 | 22.7 | 43,118 | 18.6 | 44,317 | 18.0 |
| Science 9 | Acceptable Standard | High | Improved Significantly | Good | 5,998 | 74.7 | 6,256 | 70.7 | 43,560 | 72.2 | 44,505 | 68.8 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 5,998 | 22.2 | 6,256 | 19.0 | 43,560 | 15.8 | 44,505 | 13.7 |

Note: Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Outcome 2.1: Students demonstrate high standards in learner outcomes. (continued)

| Performance Measure 2.1.2 Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations. | | Results (in percentages)** | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------|------|------|------|-------|------|------|------|-------|------|
| | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | |
| | | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | Authority | 87.5 | 19.7 | 87.0 | 20.3 | 86.5 | 19.7 | 85.3 | 16.0 | 83.9 | 13.2 |
| | Province | 89.1 | 17.8 | 88.0 | 19.3 | 87.7 | 19.0 | 87.1 | 15.5 | 86.1 | 12.3 |
| English Lang Arts 30-2 | Authority | 85.8 | 9.6 | 83.2 | 8.1 | 86.1 | 9.7 | 86.7 | 8.7 | 83.2 | 7.4 |
| | Province | 89.4 | 10.1 | 86.1 | 8.1 | 88.7 | 9.7 | 88.9 | 8.8 | 88.2 | 8.5 |
| French Lang Arts 30-1 | Authority | 94.6 | 29.7 | 98.0 | 33.3 | 100.0 | 33.3 | 96.8 | 21.0 | 100.0 | 23.3 |
| | Province | 95.1 | 19.1 | 95.0 | 21.8 | 95.6 | 23.1 | 94.9 | 24.5 | 95.1 | 18.9 |
| Français 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Province | 95.0 | 16.3 | 94.8 | 28.1 | 97.2 | 24.6 | 98.5 | 25.4 | 94.7 | 33.1 |
| Pure Mathematics 30 | Authority | 82.0 | 29.1 | 84.9 | 31.0 | 82.2 | 25.8 | 80.4 | 27.3 | 81.7 | 26.9 |
| | Province | 80.6 | 25.7 | 82.8 | 26.5 | 81.1 | 24.6 | 81.3 | 25.8 | 82.1 | 26.3 |
| Applied Mathematics 30 | Authority | 85.1 | 19.9 | 73.1 | 10.8 | 71.7 | 10.8 | 72.0 | 8.2 | 75.9 | 12.2 |
| | Province | 87.6 | 21.8 | 77.5 | 11.8 | 77.6 | 12.1 | 76.4 | 10.7 | 79.4 | 13.5 |
| Social Studies 30 | Authority | 85.0 | 26.9 | 87.0 | 28.2 | 87.3 | 26.2 | 84.2 | 23.7 | 84.6 | 22.4 |
| | Province | 85.2 | 24.3 | 85.5 | 23.9 | 86.1 | 24.6 | 84.7 | 21.5 | 84.2 | 21.4 |
| Social Studies 33 | Authority | 82.1 | 15.2 | 81.9 | 17.4 | 84.9 | 19.8 | 83.4 | 17.3 | 82.4 | 17.0 |
| | Province | 85.0 | 17.6 | 83.5 | 19.0 | 84.8 | 19.6 | 85.3 | 18.9 | 85.6 | 20.2 |
| Biology 30 | Authority | 82.1 | 29.2 | 83.3 | 29.7 | 84.6 | 29.6 | 83.5 | 28.1 | 85.5 | 27.0 |
| | Province | 81.9 | 26.6 | 81.4 | 26.4 | 83.5 | 27.4 | 82.3 | 26.3 | 83.0 | 26.6 |
| Chemistry 30 Old | Authority | 88.2 | 34.8 | 89.0 | 38.4 | 89.5 | 39.1 | 88.2 | 39.4 | 77.3 | 27.3 |
| | Province | 88.2 | 33.4 | 88.4 | 37.1 | 89.3 | 37.9 | 89.2 | 39.2 | 77.6 | 19.5 |
| Chemistry 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 77.9 | 27.9 |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 76.3 | 27.7 |
| Physics 30 Old | Authority | 85.4 | 28.5 | 84.2 | 31.5 | 87.8 | 31.5 | 84.7 | 30.5 | 69.2 | 23.1 |
| | Province | 84.2 | 27.8 | 84.4 | 30.0 | 86.1 | 29.3 | 85.7 | 32.0 | 74.4 | 25.6 |
| Physics 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 80.3 | 25.9 |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 79.3 | 23.1 |
| Science 30 | Authority | 84.9 | 19.8 | 82.2 | 17.9 | 86.1 | 18.3 | 87.7 | 21.6 | 84.8 | 24.0 |
| | Province | 88.1 | 22.1 | 82.8 | 17.3 | 87.1 | 18.0 | 88.6 | 21.6 | 86.0 | 20.9 |

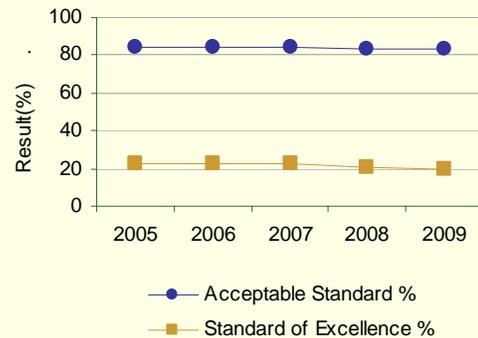
| | | Results (in Percentages) | | | | | | | | | |
|------------|-----------|--------------------------|------|------|------|------|------|------|------|------|------|
| | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | |
| | | A | E | A | E | A | E | A | E | A | E |
| Overall*** | Authority | 84.3 | 22.8 | 84.1 | 23.0 | 84.4 | 22.1 | 83.1 | 20.5 | 83.3 | 19.7 |
| | Province | 85.5 | 21.2 | 84.2 | 20.7 | 84.8 | 20.9 | 84.4 | 19.4 | 84.4 | 19.1 |

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Comment on Results

- Overall the percentage of students meeting the acceptable standard on Diploma examinations increased compared to the previous year. However, the three year average for this indicator *declined* and is an 'issue'.
- Overall the percentage of students demonstrating the standard of excellence declined this year and *declined significantly* based on three-year averages and is an 'issue'.
- A *Specific Action Plan* to address these *issues* was presented in the *Three-Year Education Plan 2009-2012*. Highlights of this plan are described in the *Future Challenges* section of this report.
- The percentage of students demonstrating the acceptable standard *improved* or *improved significantly* based on the three year average in French Language Arts 30-1, Applied Mathematics 30, and Biology 30. These indicators are rated 'good' or 'excellent'.
- The percentage of students demonstrating the standard of excellence *improved* or *improved significantly* based on the three year average in Applied Mathematics 30, and Science 30. These indicators are rated 'good'.
- The percentage of students demonstrating the acceptable standard on diploma examinations for French Language Arts 30, Social Studies 30, Pure and Applied Mathematics 30, and Biology 30 and the standard of excellence in French Language Arts 30 and Science 30 has increased, compared to the previous year. One hundred per cent of students demonstrated the acceptable standard in French Language Arts 30. These are promising short term trends within the data.
- Data is not available for Chemistry 30 or Physics 30 as new curriculum is being implemented
- The percentage of students demonstrating the acceptable standard *declined* or *declined significantly* based on the three year average in English Language Arts 30-1 and 30-2; and Social Studies 30. There is a 'concern' or 'issue' for these indicators.
- The percentage of students demonstrating the standard of excellence *declined* or *declined significantly* based on the three year average in English Language Arts 30-1, English Language Arts 30-2, Pure Mathematics 30, Social Studies 30 and Biology 30. There is a 'concern' or 'issue' for these indicators.

Edmonton School district No. 7



Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

| | | Edmonton School District No. 7 | | | | | | Alberta | | | | |
|------------------------|------------------------|--------------------------------|------------------------|------------|-------|-------|---------------|---------|--------|------|---------------|------|
| Course | Measure | Achievement | Improvement | Overall | 2009 | | Prev 3 Yr Avg | | 2009 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | Low | Declined Significantly | Concern | 4,708 | 83.9 | 4,262 | 86.3 | 28,330 | 86.1 | 28,021 | 87.6 |
| | Standard of Excellence | Low | Declined Significantly | Concern | 4,708 | 13.2 | 4,262 | 18.7 | 28,330 | 12.3 | 28,021 | 17.9 |
| English Lang Arts 30-2 | Acceptable Standard | Intermediate | Declined | Issue | 1,915 | 83.2 | 1,826 | 85.3 | 13,473 | 88.2 | 12,858 | 87.9 |
| | Standard of Excellence | Intermediate | Declined | Issue | 1,915 | 7.4 | 1,826 | 8.9 | 13,473 | 8.5 | 12,858 | 8.9 |
| French Lang Arts 30-1 | Acceptable Standard | Very High | Improved | Excellent | 90 | 100.0 | 65 | 98.3 | 1,245 | 95.1 | 1,206 | 95.2 |
| | Standard of Excellence | High | Maintained | Good | 90 | 23.3 | 65 | 29.2 | 1,245 | 18.9 | 1,206 | 23.1 |
| Français 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 133 | 94.7 | 123 | 96.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 133 | 33.1 | 123 | 26.1 |
| Pure Mathematics 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 4,002 | 81.7 | 3,768 | 82.5 | 22,197 | 82.1 | 22,435 | 81.7 |
| | Standard of Excellence | Intermediate | Declined | Issue | 4,002 | 26.9 | 3,768 | 28.0 | 22,197 | 26.3 | 22,435 | 25.7 |
| Applied Mathematics 30 | Acceptable Standard | Low | Improved Significantly | Good | 1,513 | 75.9 | 1,456 | 72.2 | 10,429 | 79.4 | 9,994 | 77.1 |
| | Standard of Excellence | Intermediate | Improved | Good | 1,513 | 12.2 | 1,456 | 9.9 | 10,429 | 13.5 | 9,994 | 11.5 |
| Social Studies 30 | Acceptable Standard | Intermediate | Declined | Issue | 3,604 | 84.6 | 3,570 | 86.2 | 22,845 | 84.2 | 23,756 | 85.4 |
| | Standard of Excellence | Intermediate | Declined Significantly | Issue | 3,604 | 22.4 | 3,570 | 26.0 | 22,845 | 21.4 | 23,756 | 23.3 |
| Social Studies 33 | Acceptable Standard | Intermediate | Maintained | Acceptable | 1,819 | 82.4 | 1,956 | 83.4 | 15,101 | 85.6 | 15,045 | 84.5 |
| | Standard of Excellence | High | Maintained | Good | 1,819 | 17.0 | 1,956 | 18.2 | 15,101 | 20.2 | 15,045 | 19.1 |
| Biology 30 | Acceptable Standard | Intermediate | Improved Significantly | Good | 3,742 | 85.5 | 3,478 | 83.8 | 21,088 | 83.0 | 20,835 | 82.4 |
| | Standard of Excellence | High | Declined Significantly | Issue | 3,742 | 27.0 | 3,478 | 29.1 | 21,088 | 26.6 | 20,835 | 26.7 |
| Science 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 1,187 | 84.8 | 856 | 85.4 | 4,476 | 86.0 | 3,721 | 86.2 |
| | Standard of Excellence | High | Improved Significantly | Good | 1,187 | 24.0 | 856 | 19.3 | 4,476 | 20.9 | 3,721 | 19.0 |

Note: Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

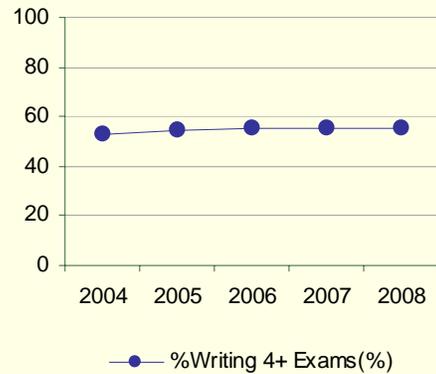
Outcome 2.1: Students demonstrate high standards in learner outcomes. (continued)

| Performance Measure 2.1.3 | | Results (in percentages) | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------|------|------|------|------|
| | | 2004 | 2005 | 2006 | 2007 | 2008 |
| Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school. | Authority | 52.8 | 54.6 | 55.5 | 55.4 | 54.9 |
| | Province | 52.4 | 53.5 | 53.7 | 53.6 | 53.3 |

Comment on Results

- The percentage of Edmonton Public students who have written four or more diploma exams by the end of their third year of high school has declined slightly compared to the previous year.
- The rate continues to be higher than that of the province.
- The percentage of students writing one or more English examinations increased in 2008 compared to 2007 but declined in science, mathematics and social studies.

Edmonton School District No. 7



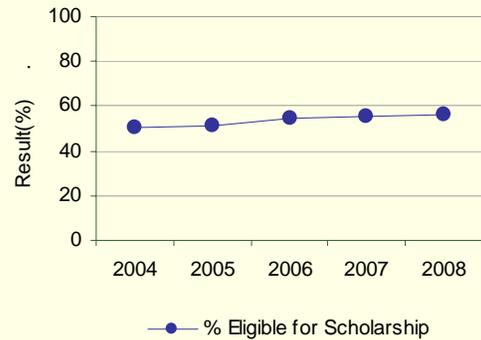
Outcome 2.1: Students demonstrate high standards in learner outcomes. (continued)

| Performance Measure 2.1.4 | | Results (in percentages) | | | | |
|--------------------------------------------------------------------------------------------|-----------|--------------------------|------|------|------|------|
| | | 2004 | 2005 | 2006 | 2007 | 2008 |
| Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria. | Authority | 50.6 | 50.9 | 54.2 | 55.1 | 56.2 |
| | Province | 52.9 | 54.6 | 56.1 | 56.8 | 57.3 |

Comment on Results

- The percentage of Edmonton Public students meeting the Rutherford Scholarship eligibility criteria has increased over the past five years. The percentage of students meeting the eligibility criteria within the District is close to the provincial rate.

Graph of Overall Authority Results (optional)



Local measures for outcome 2.1 – Highest Level of Achievement Tests (HLATs)

The results for the June 2008 and 2009 HLAT administrations are summarized in the table below. This table shows the percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade for both the reading and writing components of HLAT for the past two years.

**PERCENTAGE OF STUDENTS ACHIEVING AT OR ABOVE GRADE LEVEL
ON HLAT READING AND WRITING**

| Enrolment Grade | % of Students Reading at or Above Grade Level | | % of Students Writing at or Above Grade Level | |
|-----------------|-----------------------------------------------------|-------------|-----------------------------------------------------|-------------|
| | 2008 | 2009 | 2008 | 2009 |
| Grade 1 | 88.5 | 88.8 | 87.9 | 88.1 |
| Grade 2 | 85.8 | 84.4 | 88.2 | 88.6 |
| Grade 3 | 82.9 | 83.9 | 88.4 | 88.2 |
| Grade 4 | 81.7 | 81.4 | 86.8 | 86.9 |
| Grade 5 | 82.9 | 81.0 | 87.2 | 86.5 |
| Grade 6 | 82.5 | 82.8 | 85.7 | 87.8 |
| Grade 7 | 84.1 | 84.0 | 85.7 | 86.5 |
| Grade 8 | 82.7 | 82.3 | 86.5 | 87.0 |
| Grade 9 | 82.1 | 82.5 | 87.3 | 88.4 |
| TOTAL | 83.6 | 83.4 | 87.0 | 87.6 |

The results from the 2009 administration of Highest Level of Achievement tests to all district students enrolled in Grades 1 through 9 indicate a slight overall decrease (0.2 per cent) in the percentage of students reading at or above grade level and an overall increase (0.6 per cent) in the percentage of students writing at or above grade level. The change in the percentage of students reading at or above grade level ranged from an increase of 1.0 per cent at Grade 3 to a decrease of 1.9 per cent at grade 5. The change in the percentage of students writing at or above grade level ranged from an increase of 2.1 per cent at grade 6 to a 0.7 per cent decrease at Grade 5.

Based on *Growth Results for HLAT Reading and Writing*, a total of 82.5 per cent of district students demonstrated at least one year's growth in reading between 2008 and 2009. In that same time frame, 93.7 per cent of district students demonstrated at least one year's growth in writing.

Local measures for outcome 2.1 – Grade Level of Achievement (GLA)

The District has required schools to indicate grade level of achievement for all courses for all students in Grades 1 to 9 for a number of years. For the past three years, the District has analyzed the data and provided schools with summaries of GLA achievement in language arts and mathematics. Students were considered to be at grade level if the grade level of achievement submitted for a course of study was equal to or greater than enrolment grade, and the performance mark was a “pass”. Students were considered to not have met grade level expectations if their grade level of achievement in a course was lower than enrolment grade, if their grade level of achievement was equal to enrolment grade but they received a failing mark in the course, or if they were not registered in a specific language arts or mathematics course. The following table indicates the percentage of students at grade level in language arts and mathematics by enrolment grade for the 2006-2007, 2007-2008, 2008-2009 school years.

| Enrolment Grade | Percentage of Students “At or Above” Grade Level in | | | | | |
|-----------------|-----------------------------------------------------|------|------|-------------|------|------|
| | Language Arts | | | Mathematics | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| Grade 1 | 86.6 | 85.8 | 87.5 | 92.3 | 92.2 | 93.4 |
| Grade 2 | 85.6 | 86.1 | 85.9 | 91.9 | 92.2 | 91.6 |
| Grade 3 | 84.4 | 84.3 | 85.4 | 89.7 | 90.5 | 90.4 |
| Grade 4 | 85.3 | 84.5 | 84.1 | 89.9 | 88.9 | 89.9 |
| Grade 5 | 83.9 | 84.1 | 84.0 | 88.1 | 88.2 | 88.0 |
| Grade 6 | 84.2 | 84.2 | 84.8 | 86.5 | 87.0 | 88.0 |
| Grade 7 | 86.8 | 87.0 | 86.7 | 86.5 | 85.9 | 85.7 |
| Grade 8 | 86.0 | 87.1 | 87.4 | 83.1 | 83.5 | 84.2 |
| Grade 9 | 87.3 | 85.3 | 88.3 | 81.4 | 79.8 | 83.0 |

For 2009, the overall percentage of students reported as being at or above grade level in language arts and mathematics increased. The percentage of students reported as being at or above grade level in language arts increased for Grades 1, 3, 6, 8, and 9, and showed a decrease for Grades 2, 4, 5, and 7 relative to 2008 data. The percentage of students reported as being at or above grade level in mathematics increased for Grades 1, 4, 6, 8, and 9, but decreased for the other grade levels.

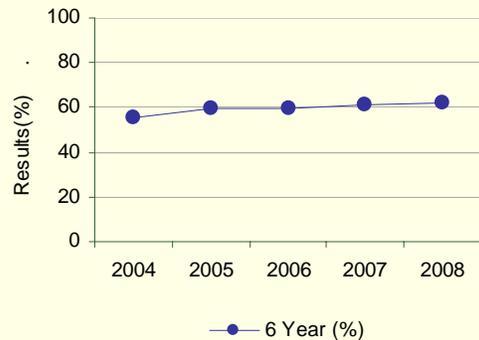
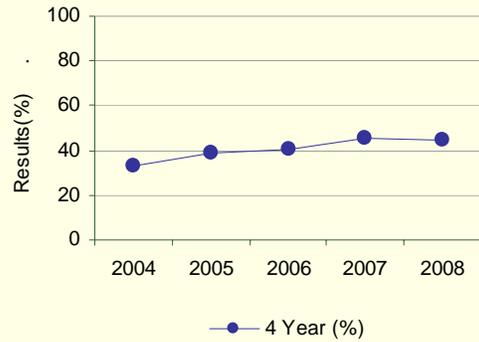
Outcome 2.2: Students are well prepared for lifelong learning.

| Performance Measure 2.2.1 | | | Results (in percentages) | | | | |
|-----------------------------------------------------------------------------------------------|----------------|-----------|--------------------------|------|------|------|------|
| | | | 2004 | 2005 | 2006 | 2007 | 2008 |
| High school to post-secondary transition rate within four and six years of entering Grade 10. | Within 6 Years | Authority | 55.0 | 59.2 | 59.8 | 61.3 | 62.3 |
| | | Province | 54.4 | 57.5 | 59.5 | 60.3 | 60.7 |
| | Within 4 Years | Authority | 33.4 | 38.8 | 40.9 | 45.3 | 45.0 |
| | | Province | 34.0 | 37.0 | 39.5 | 40.7 | 40.3 |

Comment on Results

- The high school post-secondary transition rate within six year of entering Grade 10, which is the measure reported in the *Accountability Pillar*, improved significantly and is higher for the District than for the Province.
- The District continues to encourage students to challenge higher academic courses allowing more students to enter post-secondary institutions. This may contribute to the consistent increase in this measure over the past five years.

Graph of Overall Authority Results (optional)



Outcome 2.2: Students are well prepared for lifelong learning. (continued)

| Performance Measure 2.2.2 | | | Results (in percentages) | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | Overall (required) | Authority | 67.1 | 69.6 | 68.3 | 68.5 | 68.8 |
| | | Province | 64.4 | 66.1 | 65.6 | 66.7 | 67.4 |
| | Teacher (optional) | Authority | 74.2 | 74.6 | 75.4 | 74.3 | 74.2 |
| | | Province | 73.7 | 74.2 | 74.1 | 73.8 | 74.0 |
| | Parent (optional) | Authority | 60.0 | 64.5 | 61.2 | 62.7 | 63.4 |
| | | Province | 55.1 | 57.9 | 57.1 | 59.5 | 60.8 |

Comment on Results

- The overall percentage of teacher and parent satisfaction that District students demonstrate the knowledge, skills and attitudes necessary for lifelong learning increased.
- The District remains slightly ahead of the province.

Edmonton School District No. 7

| Year | Overall (%) | Parent (%) | Teacher (%) |
|------|-------------|------------|-------------|
| 2005 | 67.1 | 60.0 | 74.2 |
| 2006 | 69.6 | 64.5 | 74.6 |
| 2007 | 68.3 | 61.2 | 75.4 |
| 2008 | 68.5 | 62.7 | 74.3 |
| 2009 | 68.8 | 63.4 | 74.2 |

Local Measures for outcome 2.2

Community satisfaction with the availability of continuing education from EPS.

| Percentage (%) | | | | |
|----------------|------|------|------|------|
| 2005 | 2006 | 2007 | 2008 | 2009 |
| 93 | 92 | 92 | 91 | 91 |

Outcome 2.3: Students are well prepared for employment.

| Performance Measure 2.3.1 | | | Results (in percentages) | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | Overall (required) | Authority | 78.0 | 79.8 | 79.6 | 81.8 | 80.9 |
| | | Province | 74.9 | 77.0 | 77.1 | 80.1 | 79.6 |
| | Teacher (optional) | Authority | 89.4 | 88.4 | 89.3 | 88.6 | 88.1 |
| | | Province | 89.1 | 89.4 | 89.2 | 89.3 | 88.9 |
| | Parent (optional) | Authority | 66.6 | 71.2 | 69.9 | 75.0 | 73.7 |
| | | Province | 60.8 | 64.6 | 65.1 | 70.9 | 70.2 |

| <p>Comment on Results</p> <ul style="list-style-type: none"> Overall there has been a slight decrease in the percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school compared to last year. Parents' responses showed the greatest decline in satisfaction for this measure. Local measures for this outcome indicate that high school parents are less satisfied that school is preparing their child to enter the world of work or post-secondary than in 2008. | <p>Graph of Overall Authority Results (optional)</p> <table border="1"> <caption>Data for Graph of Overall Authority Results (optional)</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>78.0</td> <td>60.8</td> <td>89.4</td> </tr> <tr> <td>2006</td> <td>79.8</td> <td>64.6</td> <td>88.4</td> </tr> <tr> <td>2007</td> <td>79.6</td> <td>65.1</td> <td>89.3</td> </tr> <tr> <td>2008</td> <td>81.8</td> <td>70.9</td> <td>88.6</td> </tr> <tr> <td>2009</td> <td>80.9</td> <td>70.2</td> <td>88.1</td> </tr> </tbody> </table> | Year | Overall (%) | Parent (%) | Teacher (%) | 2005 | 78.0 | 60.8 | 89.4 | 2006 | 79.8 | 64.6 | 88.4 | 2007 | 79.6 | 65.1 | 89.3 | 2008 | 81.8 | 70.9 | 88.6 | 2009 | 80.9 | 70.2 | 88.1 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Year | Overall (%) | Parent (%) | Teacher (%) | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 78.0 | 60.8 | 89.4 | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 79.8 | 64.6 | 88.4 | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 79.6 | 65.1 | 89.3 | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 81.8 | 70.9 | 88.6 | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 80.9 | 70.2 | 88.1 | | | | | | | | | | | | | | | | | | | | | | |

Local Measures for outcome 2.3

Percentage (%)
2005 2006 2007 2008 2009

High school parent satisfaction that school is preparing their child to enter the world of work.

86 84 85 84 79

High school parent satisfaction that school is preparing their child to enter post-secondary education.

86 87 85 87 81

Community who feel that EPS is preparing students for the world of work.

59 60 61 58 60

Community who feel that EPS is preparing students for entering post-secondary education.

77 78 79 76 76

Community who feel that EPS is effective in encouraging students for to stay in school until they graduate.

75 73 77 74 77

Outcome 2.4: Students model the characteristics of active citizenship.

| Performance Measure 2.4.1 | | | Results (in percentages) | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | Overall (required) | Authority | 77.8 | 79.0 | 78.7 | 80.2 | 81.5 |
| | | Province | 75.3 | 76.8 | 76.6 | 77.9 | 80.3 |
| | Teacher (optional) | Authority | 90.5 | 90.0 | 90.5 | 91.0 | 92.0 |
| | | Province | 89.5 | 90.3 | 89.9 | 90.6 | 91.8 |
| | Parent (optional) | Authority | 73.3 | 75.5 | 74.9 | 77.4 | 77.8 |
| | | Province | 70.3 | 72.4 | 72.6 | 74.7 | 77.4 |
| | Student (optional) | Authority | 69.6 | 71.5 | 70.7 | 72.2 | 74.7 |
| | | Province | 66.1 | 67.5 | 67.1 | 68.5 | 71.8 |

| <p>Comment on Results</p> <ul style="list-style-type: none"> The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship has improved significantly compared to the previous three year average and is rated as <i>Excellent</i> overall. The District percentages remain higher than the province. Notably, teachers continue to view their students more favourably in this area than either students themselves or their parents. Local measures for this outcome also show an improvement compared to last year. | <p>Edmonton School District No. 7</p> <table border="1"> <caption>Edmonton School District No. 7 - Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Student (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>77.8</td> <td>73.3</td> <td>69.6</td> <td>90.5</td> </tr> <tr> <td>2006</td> <td>79.0</td> <td>75.5</td> <td>71.5</td> <td>90.0</td> </tr> <tr> <td>2007</td> <td>78.7</td> <td>74.9</td> <td>70.7</td> <td>90.5</td> </tr> <tr> <td>2008</td> <td>80.2</td> <td>77.4</td> <td>72.2</td> <td>91.0</td> </tr> <tr> <td>2009</td> <td>81.5</td> <td>77.8</td> <td>74.7</td> <td>92.0</td> </tr> </tbody> </table> | Year | Overall (%) | Parent (%) | Student (%) | Teacher (%) | 2005 | 77.8 | 73.3 | 69.6 | 90.5 | 2006 | 79.0 | 75.5 | 71.5 | 90.0 | 2007 | 78.7 | 74.9 | 70.7 | 90.5 | 2008 | 80.2 | 77.4 | 72.2 | 91.0 | 2009 | 81.5 | 77.8 | 74.7 | 92.0 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|-------------|-------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Year | Overall (%) | Parent (%) | Student (%) | Teacher (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 77.8 | 73.3 | 69.6 | 90.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 79.0 | 75.5 | 71.5 | 90.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 78.7 | 74.9 | 70.7 | 90.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 80.2 | 77.4 | 72.2 | 91.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 81.5 | 77.8 | 74.7 | 92.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Local Measures for outcome 2.4

Percentage (%)
 2005 2006 2007 2008 2009

Community who feel the EPS is preparing students to be responsible citizens.

65 65 65 64 66

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome 3.1: The authority demonstrates effective working relationships.

| Performance Measure 3.1.1 | | | Results (in percentages) | | | | |
|--------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | Overall (required) | Authority | 77.1 | 77.2 | 77.5 | 78.3 | 79.5 |
| | | Province | 76.1 | 77.9 | 77.5 | 78.2 | 80.1 |
| | Teacher (optional) | Authority | 86.4 | 84.6 | 85.6 | 85.3 | 85.7 |
| | | Province | 87.0 | 87.6 | 87.1 | 87.5 | 88.0 |
| | Parent (optional) | Authority | 67.8 | 69.8 | 69.4 | 71.4 | 73.3 |
| | | Province | 65.2 | 68.1 | 67.9 | 69.0 | 72.2 |

| <p>Comment on Results</p> <ul style="list-style-type: none"> Overall, the District's percentage of teachers and parents satisfied with parental involvement in decisions about their child's education has improved significantly compared to the previous three year average. Parental satisfaction with their involvement in decisions about their child's education has increased compared to the previous year. Local measures indicate a higher level of satisfaction in this area than the Provincial survey measure. Local measures indicate that there is an increased satisfaction in the community that EPS is working with other agencies to help students. Meaningful collaboration with community partners is an important part of The District strategic plan. | <p style="text-align: center;">Edmonton School District No. 7</p> <table border="1" style="display: none;"> <caption>Edmonton School District No. 7 Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>77.1</td> <td>65.2</td> <td>86.4</td> </tr> <tr> <td>2006</td> <td>77.2</td> <td>68.1</td> <td>84.6</td> </tr> <tr> <td>2007</td> <td>77.5</td> <td>67.9</td> <td>85.6</td> </tr> <tr> <td>2008</td> <td>78.3</td> <td>69.0</td> <td>85.3</td> </tr> <tr> <td>2009</td> <td>79.5</td> <td>72.2</td> <td>85.7</td> </tr> </tbody> </table> | Year | Overall (%) | Parent (%) | Teacher (%) | 2005 | 77.1 | 65.2 | 86.4 | 2006 | 77.2 | 68.1 | 84.6 | 2007 | 77.5 | 67.9 | 85.6 | 2008 | 78.3 | 69.0 | 85.3 | 2009 | 79.5 | 72.2 | 85.7 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Year | Overall (%) | Parent (%) | Teacher (%) | | | | | | | | | | | | | | | | | | | | | | |
| 2005 | 77.1 | 65.2 | 86.4 | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 77.2 | 68.1 | 84.6 | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 77.5 | 67.9 | 85.6 | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 78.3 | 69.0 | 85.3 | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 79.5 | 72.2 | 85.7 | | | | | | | | | | | | | | | | | | | | | | |

Local Measures for outcome 3.1

Parent satisfaction with their opportunity for involvement in school decisions that affect their child.

Percentage (%)
2005 2006 2007 2008 2009

88 90 92 90 90

Community satisfaction that EPS is working with other agencies to help students.

79 81 81 79 84

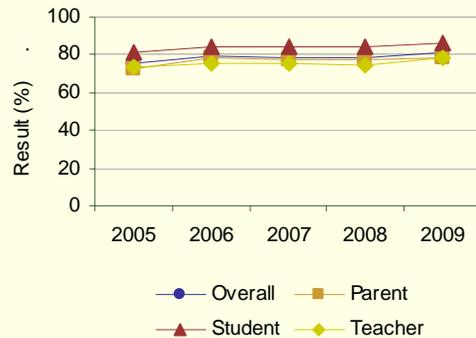
Outcome 3.2: The authority demonstrates leadership and continuous improvement.

| Performance Measure 3.2.1 | | | Results (in percentages) | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | Overall (required) | Authority | 75.7 | 79.3 | 78.8 | 78.8 | 81.2 |
| | | Province | 73.9 | 76.8 | 76.3 | 77.0 | 79.4 |
| | Teacher (optional) | Authority | 73.1 | 75.2 | 75.4 | 74.7 | 78.1 |
| | | Province | 73.1 | 75.5 | 74.5 | 75.6 | 78.2 |
| | Parent (optional) | Authority | 72.5 | 78.6 | 77.1 | 77.4 | 78.9 |
| | | Province | 70.9 | 75.4 | 75.1 | 75.9 | 78.1 |
| | Student (optional) | Authority | 81.6 | 84.2 | 84.0 | 84.4 | 86.6 |
| | | Province | 77.9 | 79.4 | 79.3 | 79.5 | 81.8 |

Comment on Results

- The results for this indicator are very high and improved significantly compared to the previous three year average. This indicator is evaluated as *Excellent* in the *Accountability Pillar*.
- The percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years have increased substantially, compared to the previous year.
- The largest percentage increase was expressed by the teachers in the District.
- Students are much more positive about their school improvement in Edmonton Public as compared to the Province as a whole.

Graph of Overall Authority Results (optional)



Outcome 3.2: The authority demonstrates leadership and continuous improvement.
(continued)

| Performance Measure 3.2.2 | | | Results (in percentages) | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|--------------------------|------|------|------|------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 |
| The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. | Overall | Authority | 78.9 | 76.3 | 79.1 | 81.6 | 83.7 |
| | | Province | 76.5 | 78.2 | 78.8 | 80.4 | 81.5 |
| | | | | | | | |

| <p>Comment on Results</p> <ul style="list-style-type: none"> • There has been a substantial increase in teacher satisfaction related to their opportunities for professional learning over the previous year, representing the highest percentage for this measure thus far. • In the third year of the current AISI cycle the District continued with its project leadership model of professional learning. This model includes active participation from teachers, consultants, and school and central leadership staff. • The District has focused on increased job-embedded professional development for all staff. • These factors may have contributed to increased satisfaction on the part of teachers. • Local measures for this outcome indicate that a greater percentage of staff feel the District is a good place to work. Results for this measure align directly with the Board strategic plan to make Edmonton public a supportive, vibrant and dynamic place to work. | <p>Graph of Overall Authority Results (optional)</p> <table border="1"> <caption>Data for Graph of Overall Authority Results</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>78.9</td> <td>76.3</td> </tr> <tr> <td>2006</td> <td>76.3</td> <td>78.2</td> </tr> <tr> <td>2007</td> <td>79.1</td> <td>78.8</td> </tr> <tr> <td>2008</td> <td>81.6</td> <td>80.4</td> </tr> <tr> <td>2009</td> <td>83.7</td> <td>81.5</td> </tr> </tbody> </table> | Year | Overall (%) | Teacher (%) | 2005 | 78.9 | 76.3 | 2006 | 76.3 | 78.2 | 2007 | 79.1 | 78.8 | 2008 | 81.6 | 80.4 | 2009 | 83.7 | 81.5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Year | Overall (%) | Teacher (%) | | | | | | | | | | | | | | | | | |
| 2005 | 78.9 | 76.3 | | | | | | | | | | | | | | | | | |
| 2006 | 76.3 | 78.2 | | | | | | | | | | | | | | | | | |
| 2007 | 79.1 | 78.8 | | | | | | | | | | | | | | | | | |
| 2008 | 81.6 | 80.4 | | | | | | | | | | | | | | | | | |
| 2009 | 83.7 | 81.5 | | | | | | | | | | | | | | | | | |

Local Measures for outcome 3.2

| | Percentage (%) | | | | |
|------------------------------------------------------|----------------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 |
| Staff who feel the district is a good place to work. | 92 | 89 | 90 | 88 | 91 |

Future Challenges

Promoting High Participation and Achievement on Diploma Examinations

The District acknowledged the 'Issue' related to declines in the achievement of standards on the Diploma examinations and developed a plan of action in the Three-Year Education Plan 2009-2012. This plan will be implemented over the next three years.

A summary of the results compared to last year helps to frame the challenges while highlighting some positive aspects of the Diploma Examination results:

- Overall the District results on the Diploma examinations, demonstrated a marginal decline in students meeting the standard of excellence and increases in the overall trends of students meeting the acceptable standard.
- For Social 30, Pure and Applied Math 30, and Biology 30, the percentage of students achieving the acceptable standard has demonstrated growth. Only Social Studies 33, Science 30 and the English courses demonstrated a decline in students meeting the acceptable standard.
- The District results for Grade 12 Diploma examinations should be looked at in relation to the participation rates. This data shows promising trends considering that a greater proportion of students in the District are taking the more academically challenging courses in social studies, mathematics and all the sciences.
- For some subjects, for example Biology 30, examining participation rates along side of achievement shows that more students in the District achieved the standard of excellence in 2008-2009 than for the previous year.
- District participation rates are marginally lower than provincial rates for English language arts overall and social studies overall, but are higher than provincial rates for mathematics overall and all science courses

The District local measure for Outcome 1.4, *Percentage of Students Successfully Completing Grade 10 Core Courses* reveals that in all subject areas, there was a substantial increase in the percentage of students successfully completing their Grade 10 courses. This trend will support improved outcomes on the Diploma examinations within the three-year plan.

The District's strategic plan is to continue to focus on success in high school through envisioning success starting the moment a student enters the school district. The data included in this report indicates that there are already promising trends related to this strategic plan

- higher rates of high school completion,
- greater participation in challenging Grade 12 courses,
- improved academic success for students in Grade 10, and
- upward trends in academic achievement on PATs.

Increasing High School Completion Rates

The Board strategic plan is focused on actions to improve high school completion rates and transition to post-secondary. Three year, four year and five year high school completion rates have all improved over the previous year. A substantial decrease in the high school drop-out rate is other promising evidence that schools are working to meet the challenges faced by students in high school. Local measures for indicator 2.3 showed an increase in the

percentage of community members who “feel that EPS is effective in encouraging students to stay in school until they graduate.”

Despite continuous improvement over the past five year, high school completion rates continue to remain well below the rates for the province as a whole. The strategic plan to address this challenge for the District is outlined in the *Three- Year Education Plan 2009-2012*. Positive trends described within the previous section; *Promoting High Participation and Achievement on Diploma Examinations* provide evidence that the District is on track with their ongoing plans to improve high school completion rates.

Plans for specific groups of students, who may be at risk of not completing high school, including students with identified special needs, Aboriginal students and students new to Canada, particularly refugee students continue to be developed by the District. Reporting on these groups of students is included in the introduction and in other sections following in this report. The indicator *children and youth at risk have their needs addressed through effective programs and supports* provides some evidence that parents, teachers and students believe the District is improving in terms of meeting the needs of ‘at risk’ students. For example, a greater percentage of parents of Grade 10 students agreed or strongly agreed that ‘Your child can easily access programs and services at school to get help with school work’; and 85 per cent of Grade 10 students responded that “it is easy to get help with school work at my school if I need it”.

One area that is still of great concern for parents and students (Grades 4, 7 and 10) is in receiving help and support “at my school with problems that are not related to school work.” Working in partnership with non-profit organizations, communities and various government agencies is essential to support schools in meeting these other needs that can directly impact a student’s ability to successfully complete high school. The District strategic plan includes ensuring the District’s learning culture is respectful, responsive and inclusive through implementing strategies that allow better understanding of the needs of the District’s diverse student population. The next three sections: *Promoting Success for Aboriginal Students*, *Responding to Cultural Diversity*, and *Improving and Expanding Collaboration* provide more detailed responses to challenges identified for specific groups of students.

Promoting Success for Aboriginal Students

While proud of our successes, the District continues to face challenges in several areas. One challenge is the disproportionate number of FNMI students who drop out either in the first year of high school, or between junior and senior high. In an effort to connect students with one another, as well as to provide support, Aboriginal Education has moved staff into junior high and high schools in each area of the city. Building on the success of our pilot student gatherings, student gatherings or groups have been increased and a number of other initiatives to engage students and families are in development. These include having FNMI students showcase their culture through sharing dance with other schools, inviting students from other schools to participate in district events such as tipi raising and teachings, and increasing the number of family nights at the junior high and senior high levels. The Aboriginal Education unit now tracks and locates students who have exited the system, and helps them find ways to re-enter in order to complete their schooling.

Another challenge continues to be the over-representation of FNMI students in transitional, institutional, outreach and special education programs. While these students are working on

completing their schooling, they have resorted to doing so outside the mainstream. In an effort to determine, or better understand, why a disproportionate number of FNMI students are in these programs or drop out, a think tank of students who had left school, were in transition programs or were thinking about leaving was held last year. Additionally, anecdotal records and stories of students/guardians who called the Aboriginal Education unit asking for support also were used to identify reasons behind this challenge.

Poverty amongst some families of FNMI ancestry means that program choice is often determined by available transportation. For some families, alternative programs that require yellow bus service are automatically out of reach. For many families, students must walk to school. If the weather is inclement and the school is at a distance (such as junior high or high school) students may be forced to stay home. Some families can afford only one subsidized bus pass so choices must be made as to who goes to school. When families are living on incomes that come from shift work, older siblings can be called upon to look after younger siblings that may include walking them to school, thus causing the older sibling to be late, or miss class. When students repeatedly miss classes, they fall behind and soon start on the path that leads to transitional or outreach programs. For staff, the challenge is recognizing that overcoming systemic barriers requires systemic solutions that challenge some of our current assumptions. An additional challenge is looming. Next year districts will disaggregate Aboriginal achievement data from the general data and make it public. This could have the impact of solidifying assumptions and stereotypes rather than acknowledging the many barriers and challenges faced by these students that affect their learning. It will be critically important to provide a context for analyzing the results.

Responding to Multiculturalism

Over the past several years, the District has experienced a significant increase in the number of English language learners. This increase in cultural diversity within the District confirms the need for continued supports to schools. Further work is being undertaken to develop a regulation which will provide additional information to schools and central services about implementation of the Board's new multicultural policy. This regulation will include information about the Board's direction in relation to English language learning supports and cultural diversity. Although many English language learners complete school and make a successful transition to post-secondary education or work, there is a number of English language learners who have limited literacy, significant gaps in learning, and minimal experience with schooling. As a result, a range of supports are needed for English language learners within the District. These include:

- the use of English language learning strategies in classrooms
- resources that reflect culturally diverse perspectives
- assessment strategies that are culturally sensitive
- early learning supports for preschool aged children and families
- need for home language support
- transition support to school for newcomer students and families, and to post-secondary education and work for high school aged students
- trauma support programs for students
- for newcomer parents, programs and translated parent information about the culture of Canada, the education system, and parenting needs
- after school and summer programs that provide academic, recreation, and enrichment opportunities for students

- access for students and families to transportation, health, housing, employment, and social support resources in the community

For most of these supports, significant collaboration with community organizations and cultural communities is required; however, a need for more resources remains. For example, for the transition centre that is being developed for immigrant and refugee students with limited literacy, gaps in learning, and minimal experience with schooling, the District is applying for a federal and a provincial grant to obtain the funds needed. Another challenge in the District that requires additional resources is to provide professional development support to schools and central services in relation to English language learner instruction, cultural proficiency, and asset building in relation to students and families.

Improving and Expanding Collaboration

From a Board and community perspective, it is important to improve and expand our skills to collaborate and our practice of collaborating. For the District, it is essential to work with others in order to begin to address the needs of students that extend far beyond the expertise of educators and the funding to education. For the community organizations, they realize the importance of education in the lives of the children and families they serve and want to participate to ensure these children and families get the maximum benefit. Furthermore, with changing demographics, it is important that we partner with organizations that serve emerging or growing populations in District schools. To overcome challenges posed by different mandates, funding and reporting timelines and staff turnover, the District is focusing efforts on developing formal alliances, overarching frameworks and multiple year commitments. The intent is to reduce reliance on negotiating each project, re-establishing relationships when staff turnover and being able to plan at least six months to a year ahead. Formal alliances with the YMCA of Edmonton, the Edmonton Public Library and the Centre for Family Literacy have demonstrated that formal alliances do enable sustained commitment and seamless introduction of new initiatives. The Partners for Kids coalition involving such groups as the United Way, Big Brothers, Big Sisters, The Family Centre, City of Edmonton, E4C, Region 6 Children’s Services and Edmonton Public Schools has led to a common vision, joint professional development, sharing of resources and work on identification of meaningful measures and indicators. Similarly, the coalition demonstrates that sustained, creative, evolving collaborative work is possible when the leadership of the partners commit to developing and working within an agreed flexible framework. The District continues to maintain and enhance relationships with Aboriginal organizations such as Bent Arrow Traditional Healing Society, Métis Child and Family Services and Ben Calf Robe Society as well as multicultural groups such as the Mennonite Centre for Newcomers, the Multicultural Health Brokers, Edmonton Immigration Services and Catholic Social Services-Settlement Services to assist the increasing numbers of Aboriginal, immigrant and refugee students being served by the District. Finally, with the current emphasis on “critical hours,” highlighted in reports such as the City of Edmonton Reach Report, developed with input from Edmonton Public Schools, there is an increased demand for after school and summer programming. The District is working with Big Brothers, Big Sisters in developing a framework for this segment of the work. As after school and summer programming involves a very broad range of community groups, a framework is essential to ensure quality and lessen the time needed for coordination.

Improving Student Engagement, Preparation for Lifelong Learning and World of Work through Career Development and Transition Support

The District realizes that to enable all students to complete high school and subsequently have opportunities for ongoing personal and career development, it must broaden opportunities for all students. Provincial and local measures for Outcome 2.3, *Students are well prepared for employment*, indicate a parental decline in parent satisfaction and the District is committed to turning this around. A major strategy to support authentic student engagement is the District focus on career development and transition planning. To this end, the District has undertaken the following:

- The five-year pilot of The Skill Centre will provide increased learning opportunities for students by concentrating resources (facility, equipment and staff) at a single site serving multiple high schools. Students will learn transferable and employability skills while working in career areas that provide relevance to students. The initial career areas for 2009-2010 are Aviation Maintenance, Culinary Arts, Health Care, and Manufacturing (Pre-Engineering). Areas such as Architectural and Mechanical Design, through district support of Autodesk Design Academy, will occur at multiple high schools through The Skill Centre Approach.
- Through collaborative work with NAIT and industry, supported by Advanced Education funding, work is occurring to expand The Skill Centre Approach to develop consistent programming with high expectations in the practical arts areas. The work will result in course sequences with post-secondary and industry recognition that can be delivered in high schools across the District. This will serve to reinforce academic learning, to increase school completion rates and provide more students with transferable skills and interest for successful transition to careers in Alberta.
- The District received legacy equipment from successful WorldSkills proposals and will coordinate the distribution of these items with CTS Equipment Enhancement and Evergreening purchases to promote practical arts learning through competitions such as Skills Alberta, Culinary Challenge, and F1 in Schools.
- The District will support the delivery of coursework using a project-based program (Pre-Engineering) at a variety of sites (The Skill Centre, concentrated location; Lillian Osborne, regular program; Edmonton Young Offender Centre, open entrance/exit) to determine the effectiveness of engaging the learner.
- The District will continue to work with external organizations such as; Alberta Building Trades Council, Women Building Futures, Habitat for Humanity, and Martin Family Foundation (Aboriginal Entrepreneurship) to support student learning. District staff will also serve on external boards and committees such as; post-secondary program advisory councils, Skills Alberta, Skills Canada, and as requested by Alberta Education.
- Occupation Health and Safety awareness continues to require on-going support to ensure off-campus learning sites have proper care during inspections and processes to demonstrate due diligence. The District will be working on developing electronic forms to ensure the accuracy of information and for information sharing in the Community Resource Database.
- For junior high to senior high transition, the District will be piloting an on-line transition and planning tool in five junior highs. The tool will permit students to make (simulated) career choices based on courses and experiences in junior and senior high school.
- The District will continue to develop summer coursework, in collaboration with the University of Alberta and NAIT, for teachers to develop skills and knowledge to improve learning and student engagement in the practical arts areas. Coursework will expand

from the summer 2008 offerings of Construction and Foods in areas of need identified by schools.

- The District will continue to support extra-curricular activities such as The Critics and Awards Program for High School Theatre (CAPPIES) to provide additional opportunities for students to become engaged and recognized.
- The District Cycle Five AISI initiative focuses on engaging all students. This will involve gathering student voice, matching strategies to learning needs and effectively planning transitions from grade to grade and from teacher to teacher.

Attracting, Developing, Engaging and Retaining Staff

Edmonton Public Schools, similar to other employers, faced significant challenges in attracting and retaining staff in the past few years due to a very competitive labour market. While the current economic climate has led to a different labour market today, all stakeholders will need to be mindful that the actions taken during this downturn will directly impact the District's perception as an employer of choice when the labour market again becomes very competitive. The challenge will be balancing the requirement to contain costs with the need to develop and implement human resources strategies and initiatives which will ensure the District is able to attract, develop, engage and retain high performing staff.

Reducing Class Size

A major challenge of Edmonton Public Schools is related to the class sizes at the K-3 grade levels. The Alberta Commission on Learning (ACOL) recommended that the average class size for this group of students district-wide should be 17. Some factors creating this challenge are:

- neighbourhoods outside the central core have experienced a growth over the past few years, while the number of classrooms in these neighbourhoods has not increased at the same rate
- although there is classroom space available in parts of the city, parents do not wish to transport their students to these schools, nor will they pay to transport their children
- most K-3 special needs students are enrolled in very small classes, but many of these classes are 3-4 or 2-3-4 classes and are therefore counted by Alberta Education at the 4-6 grade level
- many K-3 students have the benefit of reading recovery teachers, who are not counted into the overall class size determination because they are not in front of a definite group of students on a regular basis.
- any funding reduction would further impede the District's ability to meet the ACOL target at K-3 and would lead to larger class size average sizes at the other grade groupings.

Revitalizing District Student Learning Spaces

While the District strives to provide students with the best space in which to learn in a safe and environmentally responsible fashion, the following represent continuing challenges that will require vigilance to maintain and improve our teaching facilities:

- current excess student capacity in sectors with fewer students
- majority of excess capacity located in aging building infrastructure that requires modernization

- the District can not expect to receive provincial funding to modernize all of the aging building infrastructure in it's inventory
- funding challenges for operation and maintenance of all District space, which is funded on a per-student basis versus on a building area basis
- planning for mitigation of the impacts on existing school utilization when new schools open, including Alberta School Alternative Procurement (ASAP) schools
- ensuring that program locations best meet the needs of students where they live (sector planning)
- meeting community expectations for access to district facilities for recreation, social services, and other community needs
- reducing the carbon footprint of existing buildings and providing environmentally efficient and friendly facilities

The District has initiated a community consultation and engagement process related to the issue of excess student capacity in three sectors of the city: Central, South Central and West 1 sectors. This Sector Planning initiative will address sector-wide planning issues, and be conducted beginning in the new calendar year. Within these three sectors, two targeted reviews of the Greater Hardisty Area (GHA) schools and City Centre Education Partnership (CCEP) schools were initiated in the spring of 2009. The expected review outcome is to identify the required amount, location and configuration of student space and capacity for each study area or sector. The space requirement would address the needs of students in regular programs, special education programs and programs of choice within the sector. Plans for the use of surplus space for early education, child care and other compatible community uses would be explored and developed within the Sector Plan process. In terms of addressing modernization funding needs across the District, the Three-Year Capital Plan will continue to include schools where long-term viability has been confirmed as a result of a Sector Plan review, or where a school has been designated to receive students from adjacent, recently closed schools.

The District is mindful of its green house gas production, which occurs primarily through the use of electricity and burning of natural gas for heat. The District continues to aggressively pursue opportunities around energy conservation and recycling projects. In order to move forward on these issues, specific energy conservation and component replacement programs have been initiated. These programs focus on modifications which reduce energy demand and carbon dioxide emissions, and include:

- modern low-energy light fixture replacements
- replacement of steam boilers with modern, high-efficiency hot water heating systems
- replacement of windows
- improvement in roofing systems
- installation of direct digital controls (DDC) to operate heating systems
- washroom and plumbing upgrades

There is also a requirement that new schools achieve a Leadership in Energy and Environmental Design (LEED) - Silver certification level, and that building modernizations achieve as much sustainability as can be economically achieved. A focus on removing asbestos from schools continues through pro-active removal, as funding and time allows. Asbestos removal is often required in advance of renovation work, is addressed within major

modernization projects, and a block annual amount has been requested in the Three-Year Capital Plan to aggressively address asbestos removal in advance of future modernization projects.

Transportation

The District's focus remains on providing equitable, high quality service for all students. Continued preparations for proposed revisions to the metro funding formula and expected reductions in overall allocations combine to create uncertainty when designing future service provisions. In keeping with Student Transportation's commitment to constantly optimize the level of service provided to all students, Stantec Consulting Ltd. was contracted to undertake a comprehensive Service Review during the first half of 2009. The resulting report will be an important component in Student Transportation's internal review of district-wide transportation services.

Edmonton Public Schools will open six new schools in September 2010. Student Transportation will provide service to the new sites, as well as coordinate subsequent service revisions to existing sites.

Summary of Financial Results

Student achievement continues to be the primary focus in every one of the District's schools. The District's priorities, budgeting process, and results review reflect this focus.

The District's operational expenditure for 2008-2009 was \$773,042,081. Of the total operating budget, the District does not have the discretion to allocate the revenue for debt, or continuing education. The operational expenditure does not include capital expenditure financed out of operating or capital funding. The 2008-2009 annual operating deficit of \$2.4 million reduced the District operating reserve and unrestricted net assets from \$55.2 million to \$52.8 million. In large part, the operating reserve consists of unspent surpluses held by schools and central administration. The capital reserve increased from \$6.5 million to \$6.8 million. The District's expenditure per student FTE for 2008-2009 was \$9,309 which includes instruction for students, Kindergarten to Grade 12, operations and maintenance of schools, transportation, and board and system administration. This figure does not include School Generated Funds or the costs for External Services. Information on the District's sources of school generated funds and their uses may be found in the audited annual financial statements. The expenditure on instruction (excluding school generated funds and external services) represents 78.4 per cent calculated on this basis.

Detailed information regarding the District's audited financial statements can be obtained from Financial Services at 780-429-8139 or can be viewed at the District's website at: <http://www.epsb.ca/datafiles/FinancialStatements.pdf>.

The provincial roll up of jurisdictions' Audited Financial Statements is provided at: <http://www.education.gov.ab.ca/funding/afs>

Following is the breakdown of the District's operational expenditures for 2008-2008:

| | Expenditure | Percentage |
|-----------------------------------------|--------------------|------------|
| Early Childhood to Grade 12 Instruction | 590,745,599 | 76.42 |
| Operation and Maintenance | 110,369,790 | 14.28 |
| Transportation | 29,313,961 | 3.79 |
| Board and System Administration | 18,891,077 | 2.44 |
| External Services | 23,721,654 | 3.07 |
| TOTAL | 773,042,081 | 100 |

Capital and Facilities Projects

Capital and Facilities Projects

Edmonton Public Schools' Ten-Year Facilities Plan provides overall direction to the District's capital planning process. As a planning framework and reference, the Ten-Year Facilities Plan helps ensure that the District maintains a balanced and consistent approach in all of its work around capital development, space utilization, facilities management and program distribution.

Edmonton Public Schools' Three-Year Capital Plan establishes the District's school facility priorities for the forthcoming three-year period, both for new construction and the modernization of existing schools. The District needs to provide new school facilities to meet emerging local needs in a growing number of new and rapidly developing neighbourhoods. The District also continues to have a backlog of deferred capital investment required to ensure modern, efficient and safe conditions are maintained to meet the learning requirements of students in aging buildings.

Prepared annually, the Ten-Year Facilities Plan and the Three-Year Capital Plan ensure that the District's long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments, excellence in teaching and learning and the responsible use of space district-wide.

Results from the District's Ten-Year Facilities Plan 2009-2018 and the Three-Year Capital Plan 2009-2012

Ten-Year Facilities Plan 2009-2018

The District continued Sustainability Reviews for three schools during the 2008-2009 school year: Coronation School, Grovenor School and Horse Hill School. No schools were closed, however several programs were redirected due to low enrolment:

- the regular program – Grade 5 at Capilano School was redirected to Gold Bar School for the 2009-2010 school year
- due to low enrolment, regular elementary programs were redirected from Elmwood School to Patricia Heights School, and from Glengarry School to Mee-Yah-Noh School.

Three-Year Capital Plan 2009-2012

No new projects from the Three-Year Capital Plan 2009-2012 submission were funded or initiated. The following is a status report on previously funded capital projects in the District:

Previously Funded Capital Projects – Status

- The Victoria School of Performing and Visual Arts (Modernization/New Construction)
Construction of a new wing was completed with student occupancy starting at the beginning of the 2009-2010 school year. Renovations to portions of the existing building as well as the construction of a new gymnasium are underway and will be completed by September 2010. Demolition of the existing 100 wing (elementary wing along 101 Street), high school wing, annex, and site development will be completed in 2011. The new construction is being built to sustainable standards.
- Lillian Osborne High School (New Construction)
Construction of the school is complete and was opened for students September 2009. This school was constructed to Leadership in Energy and Environmental Design (LEED) silver design standards. This school will provide local high school accommodation to residents of Riverbend, Terwillegar Heights and Windermere structure plan area neighbourhoods.
- Balwin Elementary -Junior High School (Modernization)
Construction was ongoing during the current year and the project will be completed by the end of February 2010. Sustainable design features were incorporated where possible.
- Holyrood Elementary School (Modernization)
Construction was ongoing during the current year and the project will be completed by the end of October 2009. Sustainable design features were incorporated where possible.
- Ellerslie School (Site Improvements)
Construction of a new parking lot and drop off is nearing completion and will be complete in the fall of 2009. This project will improve on-site safety by separating school bus zones from parent drop-off and staff parking areas, which are currently combined in one area.
- Strathcona Senior High School (Modernization)
Construction is underway and work at the school is scheduled for completion by December 2010. Sustainable design features have been incorporated into the design of the project where possible. Outdated mechanical electrical systems are being replaced in the south, east and central wings, and the functional programming elements related to the science lab areas are also being addressed.
- Eastglen Senior High School (Modernization)
Construction is underway and work at the school is scheduled for completion by December 2010. Sustainable design features have been incorporated into the design of the project where possible. Outdated mechanical and electrical systems are being replaced in the north and east wings of the building and some minor lobby renovations are also being undertaken.
- Prince Charles Elementary School (Modernization)
Construction is underway and work at the school is scheduled for completion September 2010. Sustainable design features have been incorporated into the design of the project where possible. Outdated mechanical and electrical systems are being replaced, and functional improvements are being made to improve curricular spaces.
- Forest Heights School (Modernization)
Construction is underway and work at the school is scheduled for completion September 2010. Sustainable design features have been incorporated into the design of the project where possible. Outdated mechanical and electrical systems are being replaced in the east wing of the building, and minor functional improvements are being made to improve curricular spaces and utilization.

Alberta School Alternative Procurement (ASAP) Schools

In June 2007, the Province announced the provision of 18 new schools in Edmonton and Calgary through the ASAP program. District staff provided technical input to the Province's ASAP program team specific to construction standards, program requirements, site requirements, as well as maintenance and operations. Of the 18 new schools, six were identified for the District to serve suburban Edmonton neighborhoods.

The new public ASAP schools are located in the following communities:

- The Palisades K-9 school in northwest Edmonton (Elizabeth Finch School)
- The Lake District K-9 school in north central Edmonton (Florence Hallock School)
- The Pilot Sound K-9 school in northeast Edmonton (Dr. Donald Massey School)
- The Meadows K-9 school in southeast Edmonton (A.Blair McPherson School)
- The Heritage Valley K-9 school in southwest Edmonton (Johnny Bright School)
- The Terwillegar Heights K-9 School in southwest Edmonton (Esther Starkman School)

These schools had been included in the District's Three Year Capital Plan for a number of years as new construction priorities. Specific site locations for the schools were selected, in cooperation with the Province and the City of Edmonton. Contracts were awarded by the Province for the delivery of the ASAP Schools in July 2008, and construction has begun at all sites. The six schools are scheduled to open in September 2010, and they will provide accommodation to more than 5,000 students who currently travel to schools outside their communities.

ASAP Schools (2012)

Another three new public ASAP schools for the District were announced by the Province in January 2008, which are scheduled to open in September 2012.

The new public ASAP schools are located in the following communities:

- Summerside-Knottwood Community League-K-9 school in south Edmonton
- Major General Griesbach-K-9 replacement school in north Edmonton
- The Hamptons-Glastonbury Community League in west Edmonton

Space Reduction Initiatives

The District will continue to look for practical opportunities to reduce space as they become available.

- The District did not close any schools in the 2008-2009 school year.
- The District is continuing to negotiate a long-term lease with the current lessee at Bellevue School to allow this group the opportunity to make capital improvements to the building and site.
- The District did not dispose of any portable classrooms in the 2008-2009 school year, and six portable classrooms were relocated to meet emergent accommodation needs.

Major Maintenance Plan

Each year, Alberta Education, through the Infrastructure and Maintenance and Renewal fund, funds the District's Major Maintenance Plan. Funding for this purpose is based on a block grant formula that considers total school space and approved FTE enrolment. Funding for 2008-2009 was \$14.8 million.

The District's Major Maintenance Plan addressed component replacement on school buildings and sites. Many of the projects have an energy saving component. Various projects included: re-roofing, energy management systems, washroom upgrades, heating and electrical system upgrading, lighting retrofits, security and intercom replacements, as well as floor replacements. The 2008-2009 Major Maintenance Plan projects commenced in September 2008. Project requests from schools and facilities continue to exceed available funding. The plan, therefore, reflects the highest district need. The District continues to focus and remove asbestos from schools as funding and time allows. Asbestos removal is often required in advance of renovation work.

Facilities Services Highlights

Facilities Services strives to provide safe, warm, dry, well lit learning environments for all students and staff. Efforts to properly maintain the District's aging infrastructure with limited funds continue. In order to improve the District's ability to more effectively manage operations, a district-wide facilities maintenance program called Archibus has been implemented this year. It integrates work orders with other important information such as floor plans that can also be used by the planning department when making various decisions. The potential for this system is enormous and will help us reduce paperwork.

The department's focus on providing the most effective and efficient maintenance of schools is driving Facilities Services to continually examine how core work is done. Facilities Services provide various service contracts to the schools in order that timely inspections reveal problems before total failure occurs. A replaced bearing, for example, is far cheaper than replacing an entire motor. The contracts are being reviewed and enhanced where possible.

The emergency preparedness group continues to monitor schools for various potential threats such as fire, theft and vandalism. This group has been integral in developing, monitoring and reacting to the ever changing conditions surrounding the H1N1 pandemic threat. Safety of students and staff is of paramount importance in all things that are done.

The District continues to aggressively pursue opportunities around energy conservation and recycling projects. Since many of these initiatives are "people dependent" a great deal of effort is placed on educating people of the benefits of these programs. Lighting upgrades and improvements to electronic controls are examples of ongoing efforts to reduce our expenses and help reduce our carbon footprint. Various boiler upgrades and window replacements are typically being completed in the summer to reduce any negative impacts on learning.

Challenges of 2008-2009 Capital and Facilities Projects Results

While the District strives to provide students with the best space in which to learn in a safe and environmentally responsible fashion, the following describes initiatives and continuing challenges that will require vigilance to maintain and improve our teaching facilities:

- deployment of the Archibus-based Facility Management software will support improved functionality and efficiency in the areas of space planning, leasing, work order processing, facility management planning and facility condition tracking
- new school space opening in 2009 and 2010 will provide quality learning environments in newly developed areas, close to where students live

- new space will exacerbate the challenges of addressing excess capacity issues in the older areas of the City of Edmonton
- there will be larger funding challenges for operation and maintenance of the excess capacity
- accessing funding to address modernization needs of aging building infrastructure continues
- ensuring that program locations best meet the needs of students where they live (sector planning)
- reducing the carbon footprint of existing buildings and providing environmentally efficient and friendly facilities
- meeting community expectations for access to district facilities for recreation, social services, and other community needs and interests outside of the delivery of Kindergarten to Grade 12 education will continue to be a challenge

For additional information: visit Edmonton Public Schools' Planning Department website at www.planning.epsb.ca or phone Planning at 429-8427.

Publication and Communication

The Edmonton Public Schools' Annual Education Results Report (AERR) is posted on the jurisdiction's website at <http://www.epsb.ca/datafiles/AnnualEducationResultsReport.pdf>.

The plan was developed in accordance with the requirements outlined in the Province's accountability statement for the Board of Trustees. Similarly, with regard to requirements for school principals, principals were informed about provincial expectations, including the requirement that school results and interpretation of Accountability Pillar measures be communicated to school councils and that school councils be involved in the schools AERR process. School administrators have indicated within their 2008-2009 results reviews how school councils have been involved. Budget Services will post the District's report on the District website, along with the results review documents for individual district schools.

The District's results report will be sent to school council chairs to share with parents and to principals to share with staff. As well, it will be sent to all capital region school jurisdictions, community partners and the public library.